

CAMBRIDGE

TOUCHSTONE

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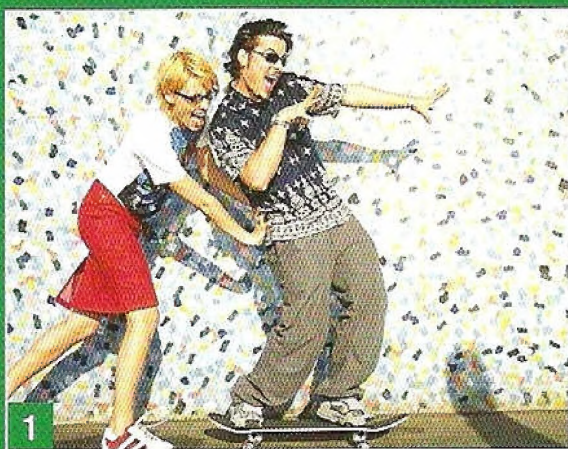
STUDENT'S BOOK



The way we are

In Unit 1, you learn how to . . .

- use manner adverbs and adjectives to talk about people's behavior and personality.
- use adverbs like *extremely* to make adjectives and adverbs stronger.
- add prefixes to adjectives to make opposites.
- use *always* with a continuous verb to describe individual habits.
- use *at least* to point out the positive side of a situation.



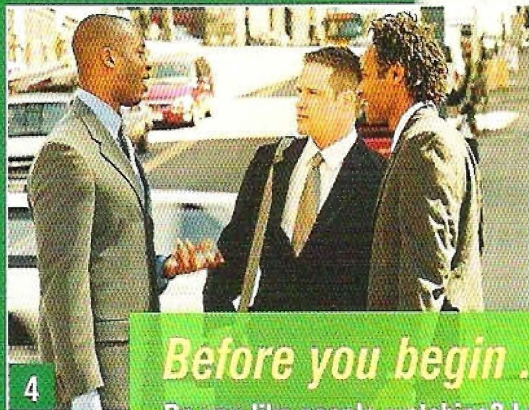
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Before you begin . . .

Do you like people-watching? Look at the pictures.

- Who looks outgoing? shy? conservative? stylish?
- Which people would you like to meet? Why?



Lesson A *People in a hurry*

Do you need to slow down?

Take this quiz to find out.

1 When I walk down the street, ...

- a** I walk very fast and use the time to make phone calls.
- b** I enjoy the walk and look at the things and people around me.

2 When I go out to lunch with friends, ...

- a** I eat quickly so that I can get back to my work.
- b** I eat slowly, and I enjoy the food and conversation.

3 When there's a family event, ...

- a** I often have to miss it because I have too much to do.
- b** I try to plan my time well so that I can attend the event.

4 If traffic is heavy and some people are driving a bit recklessly, ...

- a** I honk my horn a lot. I get mad easily in bad traffic.
- b** I automatically slow down and try to drive carefully.

5 If I'm waiting at the airport and find out that my flight is delayed, ...

- a** I get impatient and complain to the people behind the counter.
- b** I wait patiently. I read something or make a few phone calls.

6 If I'm in a hurry and think people are talking too slowly, ...

- a** I sometimes interrupt them to finish their sentences.
- b** I listen quietly and wait for them to finish before I talk.

7 If I play a game or sport with friends, ...

- a** I take the game seriously, and I feel very bad if I lose.
- b** I think it's nicer to win than lose, but I don't feel strongly about it.

8 If I get an assignment with a very tight deadline, ...

- a** I get very stressed – I hate it when I don't have time to do a job properly.
- b** I work hard to do the best I can in the time I have.


Mostly **A** answers?

It's time to slow down and enjoy life more. Try to plan your time differently. Make more time for family, friends, and fun.

Mostly **B** answers?

You're balancing work and play nicely. Just keep the balance right.

1 Getting started

A  Listen and take the quiz. For each item, circle **a** or **b**.

About you

B *Pair work* Compare your quiz responses with a partner. How are you alike? different?

Figure it out

C Circle the correct words. Which sentences are true for you? Tell a partner.

1. I listen to people careful / carefully.
2. I'm a quiet / quietly person.

3. I get impatient / impatiently in long lines.
4. I take school and work very serious / seriously.

2 Grammar Manner adverbs vs. adjectives

Verb + manner adverb

I wait **patiently** in lines.
He doesn't sing very **well**.
He drives very **fast**.
She drives **carefully**.

Adjective + noun

I'm a **patient** person.
He's not a **good** singer.
He's a **fast** driver.
She's a **careful** driver.

be, feel, get, etc. + adjective

I'm **patient**.
His voice sounds **terrible**.
He gets **reckless** sometimes.
I feel **safe*** with her.
*But: I feel **strongly** about it.

Regular -ly adverbs

patient → **patiently**
careful → **carefully**
easy → **easily**
automatic → **automatically**

Irregular adverbs

good → **well**
late → **late**
fast → **fast**
hard → **hard**

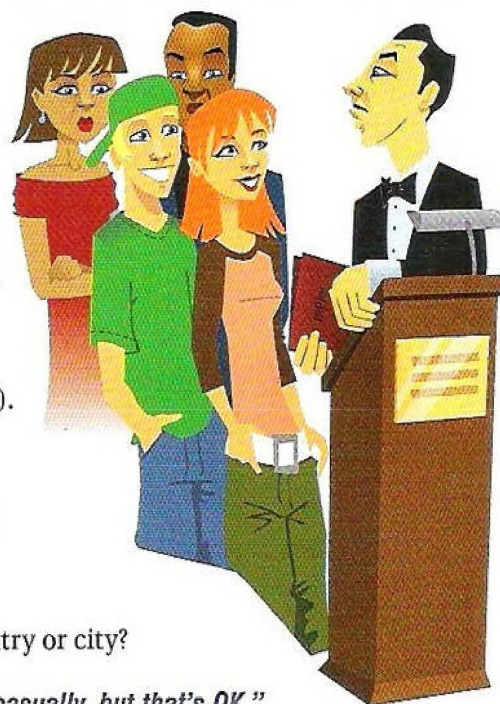
In conversation ...

The most common -ly manner adverbs are **quickly, easily, differently, automatically, slowly, properly, badly, strongly, and carefully**.

A Complete these opinions about modern life.

Use the correct form of the words.

- Young people don't dress _____ (proper) these days.
They don't wear _____ (appropriate) clothes.
- Parents see things very _____ (different) from their children, so families argue a lot.
- Young people don't know how to speak _____ (correct).
They use a lot of slang.
- Nobody feels _____ (safe) on the highways because people drive too _____ (fast) and _____ (reckless).
- On buses, people seem very _____ (rude). They don't _____ (automatic) give their seats to older people.
- People are getting very _____ (impatient). They expect you to answer their e-mails _____ (immediate).



About you

B Group work Discuss the opinions. Are they true in your country or city?

"I think young people dress properly here. I mean, they often dress casually, but that's OK."

3 Speaking naturally Questions giving alternatives

Are you usually on time for class? Or do you often arrive late?

A Listen and repeat the questions above. Notice how the intonation rises in the first question and falls in the second question.


About you

B Now listen and repeat these pairs of questions. Then ask and answer the questions with a partner.

- Do you try hard to get to every class? Or do you sometimes skip classes?
- Do you listen to the teacher carefully? Or do you often think about other things?
- Do you do your homework properly? Or do you just do it quickly?
- Do you learn new grammar easily? Or do you have to work hard at it?
- Do you write down new words automatically? Or do you just try to remember them?

Lesson B Personality and character

1 Building vocabulary and grammar

A  Listen and read. Who do these people admire? Do you know any people with these qualities?

Who is someone you really admire?

"My English teacher. She's incredibly **talented** and **creative**. And she **has a great sense of humor**. She's pretty **disorganized**, though. She forgets something almost every class, but her classes are absolutely wonderful!"

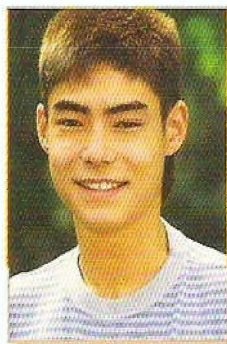


Lisa Marks

"I really admire a guy in my karate class. He's extremely **competitive**, but when he wins, he's not **arrogant** like some of the other guys. He's not very **outgoing**, so some people think he's **unfriendly**, but I think he's basically just **shy**."



Peter Zukowski



Keith Lee

"I think my dad's a pretty cool guy. We get along really well. He's fairly **easygoing** and **laid-back**. And he's very **practical** and **down-to-earth**, so he always gives me good advice. Also, he's completely **honest** with me. I can trust what he says."



Eva Sanchez

"My friend Luisa. She's so **helpful** and **generous**. I mean, she's always doing things for other people. She's not **selfish** at all. And she's totally **reliable**. If she says she'll help you with something, she does. You can always count on her."

Word sort

B Which of the personality words or expressions above describe these qualities? Compare with a partner.

Winning is very important to you.

competitive

People can always count on you.

You handle everyday problems well.

You're overly proud of yourself.

You give a lot of time or money to people.

You're not well organized.

You tell the truth, and never cheat or steal.

You're relaxed about life.

Figure it out

C How many words can you find in the article that make adjectives stronger? Make a list. Then compare with a partner.

incredibly

2 Grammar Adverbs before adjectives and adverbs

Use **incredibly, extremely, very, really, so, pretty, and fairly** to make some adjectives and adverbs stronger.

She's **incredibly** talented.
She's **extremely** generous.
He's a **pretty** cool guy.
We get along **really** well.

Use **absolutely or really (but not very)** with adjectives that are already very strong.

She's **absolutely** wonderful.
He's **really** fantastic.

The expression **at all** makes negatives stronger.

She's **not** selfish at all.

Completely and totally mean 100%.

He's **completely** honest.
She's **totally** reliable.

Adjective prefixes

patient → impatient
considerate → inconsiderate
friendly → unfriendly
reliable → unreliable
honest → dishonest
organized → disorganized

In conversation ...

People use **really** and **pretty** much more often in conversation than in writing.

really : /

pretty : /

About you

Do you know people with these qualities? Write a sentence for each expression, and follow it with an example. Then compare sentences with a partner.

- totally honest
- fairly laid-back
- not reliable at all
- extremely talented
- really competitive
- completely disorganized
- very impatient
- incredibly generous
- absolutely wonderful

"My mother is **totally** honest. She always tells the truth."

3 Listening and speaking Best friends

A Listen to the interviews. What do the three people say about their best friends? Complete the chart.

	Matt	Maria	Lucas
What's your best friend like?	He's a fun person.		
What do you have in common?			
How are you different?			

About you

B Pair work Ask and answer the questions with a partner.

A What's your best friend like?

B She has a great sense of humor, and ...

4 Vocabulary notebook Happy or sad?

See page 10 for a new way to log and learn vocabulary.



Lesson C *He's always working.*

1 Conversation strategy Describing individual habits

A Read the sentences. Who is describing a habit, Kate or Jenny?

Kate My brother is always borrowing my car, and it's so annoying.

Jenny Sometimes my brother borrows my car, but that's OK.



Now listen. What's Jacob's roommate like?



Alexis So, how's your new roommate working out?

Jacob Well, I don't see that much of him, really. I mean, he's always working, you know, at the library or sitting at the computer.

Alexis Well, at least he's not always throwing wild parties or playing music all night.

Jacob Yeah. And he's pretty easygoing. I'm always borrowing his stuff, and he doesn't mind.

Alexis He sounds better than my old roommate. She was so unpleasant.

Jacob You're right, she was pretty bad.

Alexis Yeah. She was always talking about people behind their backs.

Jacob You mean like we're doing right now?!

Notice how Alexis and Jacob use *always* and a continuous verb to talk about things people do a lot or more than is usual. Find other examples in the conversation.

"He's always working."

B Change the underlined parts of these sentences to describe habits. Use *always* and a continuous verb. Compare with a partner.

1. I'm pretty disorganized. I lose things. I'm always losing things.
2. Everyone in my family loves music. We sing together.
3. My brother is really generous with his time. He fixes my computer.
4. My father is a workaholic. He comes home late. And he brings work home with him, too.
5. My college roommate was really funny. She made us laugh. You know, she told jokes.
6. A friend of mine complains she's broke, but she buys herself expensive clothes.
7. One of my friends is totally unreliable. He cancels plans at the last minute.

About
you

C Pair work Tell your partner about your habits or the habits of your family or friends. Use the ideas above or your own ideas.

"My brother's really funny. He's always telling jokes."



2 Strategy plus at least

You can use the expression **at least** to point out the positive side of a situation.

Well, at least he's not always throwing wild parties.

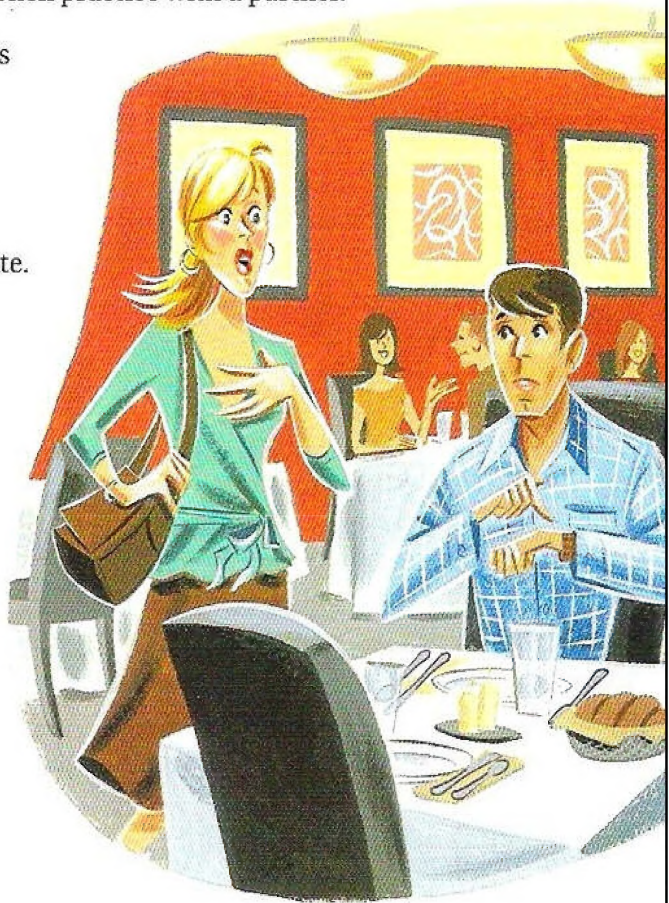


In conversation . . .

At least is one of the top 500 words and expressions.

Find two places to add *at least* in each conversation. Then practice with a partner.

1. *A* My girlfriend is always late for our dates, so she's always apologizing to me. It drives me crazy.
B Yeah, but ^{at least} she apologizes. My girlfriend never says she's sorry when she's late.
A I know, and my girlfriend calls to say she'll be late.
2. *A* My friend is always borrowing my CDs and then giving them back weeks later.
B Well, he returns them to you.
A Yeah, and he never damages any of them.
3. *A* My brother is always getting good grades. It's impossible to keep up with him.
B Yeah, but you're doing your best, right?
A That's true. And I enjoy my classes.



3 Talk about it Funny little habits

Group work In your group, who's always doing these things? Discuss the questions. Can you think of something positive to say about your habit?

Who is always . . .

- | | |
|--------------------------------|-----------------------|
| ▶ checking phone messages? | ▶ telling jokes? |
| ▶ eating candy or chewing gum? | ▶ losing things? |
| ▶ falling asleep in class? | ▶ daydreaming? |
| ▶ singing or whistling? | ▶ breaking things? |
| ▶ forgetting things? | ▶ looking in mirrors? |

A So, who's always checking phone messages?

B Well, I'm always checking my messages, but *at least* I don't do it in class.

Lesson D Little-known facts

1 Reading

A Do you know an interesting fact about a famous person? Tell the class.

B Read the biographies. Which fact do you think is most interesting about each person?

Five things you didn't know about . . .

1 Alicia Keys

Pianist and singer-songwriter

1. Alicia Keys was born and raised in New York City.
2. She started playing the piano at the age of five. Her mother was very supportive and always encouraged Alicia to continue playing.
3. She got excellent grades in high school and graduated at the age of 16.
4. A versatile performer, Alicia released her first CD when she was 19. She wrote one song on the CD when she was 14.
5. Her secret talent? She's good at swimming.



2 Matt Damon

Actor and screenwriter

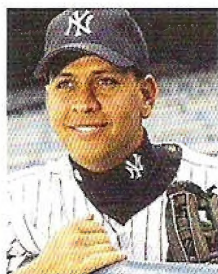
1. Actors can be demanding, but not Matt Damon. He's extremely polite and easygoing.
2. He's really smart. He studied English literature at Harvard University but left school to become an actor.
3. He writes well. He wrote the screenplay *Good Will Hunting* with his friend Ben Affleck, and they both starred in the film.
4. He (and Affleck) won an Academy Award for this screenplay.
5. He doesn't like to drive.



3 Alex Rodriguez

Baseball player, New York Yankees

1. Alex Rodriguez was born in New York City, but he lived in the Dominican Republic for four years and learned to play baseball there.
2. He's a fantastic athlete but also very humble. Everyone agrees – he's a really nice guy!
3. He's generous with his time and money. He created an educational program called Grand Slam for Kids to help children improve their academic skills.
4. He loves to shop for nice clothes. Armani is his favorite designer.
5. He has impeccable grooming habits. He gets a haircut every ten days, and has a manicure and pedicure every month.



4 Lucy Liu

Actor and artist

1. A native New Yorker, Lucy Liu has a degree in Asian languages and speaks Mandarin fluently.
2. She has studied art in China.
3. She's an accomplished artist. She has exhibited her photography and paintings in galleries in New York City and Los Angeles.
4. She's extremely athletic. She's good at horseback riding, rock climbing, and skiing.
5. She can play the accordion.




C Pair work Which person would you most like to meet? Why?

D Find the adjectives on the left in the biographies. Can you guess their meanings? Match the adjectives with the correct definitions on the right.


- | | |
|----------------------|--|
| 1. supportive ____ | a. multit talented, having many skills |
| 2. versatile ____ | b. modest, not talking too much about your abilities |
| 3. demanding ____ | c. talented, skillful |
| 4. humble ____ | d. perfect |
| 5. impeccable ____ | e. helpful and encouraging |
| 6. accomplished ____ | f. difficult to please or work with |

2 Listening I didn't know that!

A  Listen. What do these people say about themselves? Write the names in the chart.

Diana Lincoln Miguel Natalie Penny

Name	What the person says	Other information
	"I can speak Tagalog."	
	"My first name is really Ashley."	
	"I can be very impatient sometimes."	
	"I really wanted to be a pilot."	
Diana	"I'm allergic to strawberries."	

B  Listen again. What other information do you learn? Write one sentence about each person in the chart.

3 Writing and speaking Your personal profile

A What are five things people don't know about you? Write a profile, or short description, about yourself. Don't write your name on your profile.

Document 1

Five things you don't know about me. . . .

1. I was born and raised in Bogotá, Colombia.
2. I moved to Barranquilla at the age of ten.
3. I can be very competitive. I like to win at everything.
4. I have impeccable taste in clothes.
5. I'm supportive of my family and friends.

Help note

Useful expressions

I was born and raised in . . .

At the age of 17, I . . .

I can be . . .

I work for a company called . . .

I'm an accomplished . . .

I started playing the flute . . .

B Group work Exchange profiles in your group. Take turns reading them aloud. Can your group guess who each one is about?

4 Free talk People are interesting!

See **Free talk 1** at the back of the book for more speaking practice.



Experiences

In Unit 2, you learn how to . . .

- use the present perfect with regular and irregular verbs.
- ask and answer questions beginning with *Have you ever . . . ?*
- use the simple past to give specific answers to questions in the present perfect.
- talk about experiences you have or haven't had.
- keep a conversation going.
- use *Do you?*, *Did you?*, or *Have you?* to show interest.



Before you begin . . .

Think of some special experiences you hope to have in the future. Tell the class . . .

- something you'd like to do.
- a place you'd like to go someday.
- a person you'd like to meet.
- something you'd like to see.



We asked five people, "What's your secret dream?"

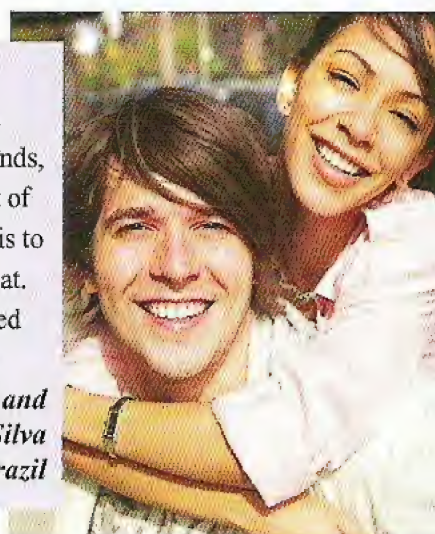


"Actually, I've always wanted to be an actor. I haven't had any formal training, but I've been in a couple of college plays. So my dream is to study acting."

– Jill Richardson
Vancouver, Canada

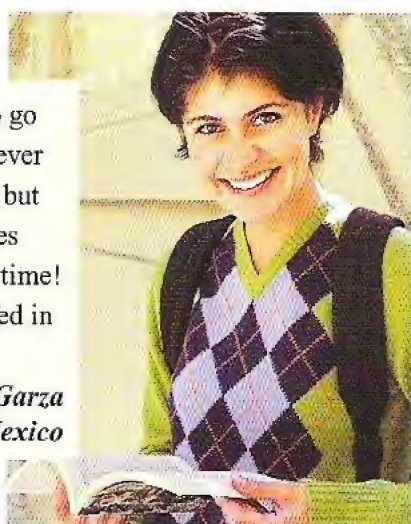
"Well, Carlos and I have gone sailing a few times with friends, and we've had a lot of fun. So our dream is to buy our own sailboat. But we haven't saved enough money!"

– Sonia and
Carlos Silva
Brasilia, Brazil



"My dream? To go surfing. I've never tried it before, but my brother goes surfing all the time! He's even surfed in Hawai'i."

– Raquel Garza
Monterrey, Mexico



"Well, my parents have never traveled outside of Japan, so I want to take them to Europe. I've been there many times, so I know all the best places to go!"

– Hiro Tanaka
Osaka, Japan

1 Getting started

A Listen. What is each person's secret dream? Do you have any secret dreams like these?

Figure it out

B Can you complete these sentences about the people above?

1. Jill Richardson has always _____ to be an actor.
2. Sonia and Carlos Silva _____ saved enough money to buy a sailboat.
3. Raquel Garza _____ never tried surfing before.
4. Hiro Tanaka's parents _____ never been to Europe.

2 Grammar Present perfect statements

Use the present perfect for events at an indefinite time before now.

I 've been to Europe.	I haven't been to Paris.
You 've done a lot of things.	You haven't gone sailing.
We 've had a lot of fun.	We haven't saved enough money.
They 've traveled in Asia.	They haven't been to Europe.
He 's surfed in Hawaii.	She hasn't tried surfing before.

Regular past participles

travel	traveled	traveled
want	wanted	wanted
save	saved	saved
try	tried	tried

The present perfect is often used with these frequency expressions.

- I've **always** wanted to study acting.
 We've gone sailing **once / twice / many times**.
 She's **never** tried it **before**.

Irregular past participles

be	was / were	been
do	did	done
go	went	gone
have	had	had
see	saw	seen

In conversation . . .

When people talk about travel destinations, they generally use **been** as an alternative to **gone** to mean "gone somewhere and come back," as in I've (never) **been** to Paris. People use **went** (not **was / were**) in past tense sentences, as in I **went** to Paris last year.

A Complete the conversations with the present perfect. Then practice with a partner.

- A I _____ always _____ (want) to try scuba diving.
 B Really? Not me. I _____ always _____ (be) afraid of deep water.
- A I _____ (not do) anything fun lately.
 B Me neither. I _____ (not have) any time.
- A I _____ (not see) the new Spider-Man movie. I really want to see it.
 B We should go! All my friends _____ (see) it, and they loved it.
- A I _____ (go) windsurfing three or four times this year. It's fun.
 B Can I go with you sometime? I _____ never _____ (try) it before.
- A I want to go to Europe. I _____ never _____ (be) to Paris.
 B Me neither. My cousin lives there. He _____ (invite) me several times, but I _____ (not have) enough money to go.



About
you

B Pair work Start the conversations like the ones above. Change the underlined words.

"I've always wanted to try hang gliding." "Really? Not me. I've always been afraid of flying."

3 Talk about it What are your secret dreams?

Group work Discuss the questions. Do you share any of the same dreams?

- ▶ What's something you've always wanted to buy?
- ▶ What's a city that you've never been to but would like to visit?
- ▶ What's something you've always wanted to learn how to do?
- ▶ What's something else you've always wanted to do?

1 Building language

A  Listen. Which experience do you think was scarier?

Have you ever done anything scary?



"Yes, I have. I went white-water rafting in Ecuador last year, and I fell off the raft. Luckily, my friends pulled me out of the river. But I've never been so scared in my life."

– Mei-ling Chen
Taipei, Taiwan



"No, I haven't. Well, maybe once. I entered a talent contest a couple of years ago and sang in front of a hundred people. That was scary. But I won third place!"

– Martín Suárez
Caracas, Venezuela

Figure it out

B Pair work Can you complete these questions and answers? Then practice with a partner.

1. A _____ you ever been to Ecuador?
B Yes, I have. I _____ there last year.
2. A Have you ever _____ a talent contest?
B No, I _____. I've always _____ too shy.

2 Grammar Present perfect and simple past questions and answers

Use the present perfect for indefinite times before now.

Have you ever **gone** white-water rafting?
No, I **haven't**. I've never **gone** rafting.
Yes, I **have**. I **went** rafting last May.

Use the simple past for specific events or times in the past.

Did you **have** a good time?
Yes, I **did**. But I **fell off** the raft.

In conversation ...

The most common questions with the present perfect are **Have you (ever) seen / been / heard / had ... ?**

A Complete the conversations with the present perfect or simple past. Then practice with a partner.

1. A _____ your family _____ (have) a vacation last year?
B Yes, we _____. We _____ (go) to Bangkok in May.
2. A _____ you ever _____ (see) the Pyramids?
B No, I _____. I _____ always _____ (want) to go to Egypt.
3. A _____ you _____ (go) away last weekend?
B No, we _____. We _____ (stay) home.
4. A _____ you ever _____ (go) skiing?
B Yes, I _____. Actually, I _____ (go) many times.
Last year, I _____ (ski) in the Andes.



The Royal Pantheon at the Grand Palace, Bangkok, Thailand

About you

B Pair work Ask the questions above. Answer with your own information.

3 Building vocabulary

A Ask your classmates about these good and bad experiences. For each question, find someone who answers yes. Write the student's name in the chart.

Good experiences		Bad experiences	
Have you ever ...	Name	Have you ever ...	Name
won a contest or competition?		broken something valuable?	
gotten a perfect grade on an exam?		lost something important?	
spoken to a famous person?		had the flu?	
taken an exciting trip?		forgotten an important appointment?	
found a lot of money?		fallen and hurt yourself?	

"Have you ever won a contest?"

"Yes, I have. I won a spelling contest in eighth grade."

Word
sort

B Complete the verb chart. Add more verbs that you know.

Base form	win			find			fall	
Simple past	won	got		took	lost		forgot	hurt
Past participle	won		spoken			had		

4 Speaking naturally Reduced and unreduced forms of have

A Have you ever been to Mexico?

B No, I haven't. But my parents have been there several times. (parents've)

A Listen and repeat the question and answer above. Notice how *have* is reduced in questions and full statements but not in short answers.

About
you

B Group work Complete the questions with ideas from the group. Then ask and answer your questions. If you answer yes, give a specific example.

- Have you ever tried _____?
- Have you ever been to _____?
- Have you ever seen _____?
- Have you ever taken a _____ class?
- Have you ever had _____ food?
- Have you ever lost _____?

A Have you ever tried parasailing?

B Actually, I have. I went parasailing last summer. It was really fun.

C No, I haven't. But I'd like to.

5 Vocabulary notebook Have you ever ... ?

See page 20 for a useful way to log and learn vocabulary.




Lesson C I've heard it's good.

1 Conversation strategy Keeping the conversation going

A How can you show interest and keep this conversation going? Choose the best answer.

- A** Have you seen the new Nicole Kidman movie?
B ☐ No, I haven't.
☐ No, but I've heard about it. Have you seen it?
☐ No, I don't like comedies.

 Now listen. What do Hal and Debra have in common?



Debra Have you seen any good movies lately?

Hal Well, I just saw that new Jim Carrey movie. Have you seen it?

Debra No, but I've heard it's good. Did you like it?

Hal Yeah, it was incredibly funny. Do you like comedies?

Debra Yeah. I have to go see it. I love Jim Carrey.

Hal Do you? Uh, are you a Will Smith fan?

Debra Umm . . . I've heard of him. Is he good?

Hal Yeah, I've seen most of his movies.

Debra Have you? Oh, look, here's a Will Smith film.

Hal Oh, I haven't seen that one. Do you want to go?

Debra Yeah. I'm kind of in the mood for a comedy.

Notice how Debra and Hal keep the conversation going. They say things like *I've heard it's good* to show interest and then ask a question. Find other examples in the conversation.

"Have you seen it?"

"No, but I've heard it's good. Did you like it?"

B Match each statement with a response. Then practice with a partner.

- | | |
|--|---|
| 1. My favorite movie is <u>Spirited Away</u> .
Have you ever seen it? ____ | a. It's a fruit, right? I've never tried it.
What does it taste like? |
| 2. Have you ever eaten a <u>durian</u> ? ____ | b. No, but I've walked by it. What kind of food do they serve? |
| 3. Do you know that new band called <u>Sunset</u> ?
They're really great. ____ | c. No, but I've heard good things about them. Do you have any of their CDs? |
| 4. One of my favorite restaurants is <u>Silk Road</u> .
Have you ever eaten there? ____ | d. I've heard of it. What's it about? |



C Pair work Practice the conversations above using your own ideas. Change the underlined words.



2 Strategy plus Response questions

You can show interest by responding with short questions like **Do you?** and **Have you?** Use the same tense as the other person.

I love Jim Carrey.



Do you?

Complete the conversations with response questions like *Do you?*, *Are you?*, *Did you?*, or *Have you?* Then practice with a partner.

- A Have you ever gone up in a hot-air balloon?
 B No. I'm scared of heights.
 A _____? Me too. And I get sick on airplanes, too.
 B _____? I'm the same way. I hate flying.
- A Have you ever performed in front of an audience?
 B Yes, I have. Actually, I do it all the time.
 A _____? Wow.
 B Yeah. I'm a drummer in a jazz band.
 A _____? I'm impressed!
- A Have you been to any good restaurants lately?
 B Well, I tried that new Turkish restaurant last week.
 A _____? I've been there a couple of times, too.
 B _____? Did you like it?

In conversation ...

To show surprise, you can respond with questions like **You do?** and **You have?** This is more informal.



3 Listening What have they done?

A Listen. What is each person talking about? Check (✓) the topic.

- 1 Philip**
- ☐ famous people
 - ☐ photography
 - ☐ a vacation in Greece

- 2 Sarah**
- ☐ a sports injury
 - ☐ a competition
 - ☐ an old friend

- 3 Melissa**
- ☐ a science exam
 - ☐ an accident
 - ☐ a math class

B Listen again. Respond with surprise to the last thing each person says. Check (✓) the boxes.

	Did you?	Are you?	Have you?
1. Philip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sarah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Melissa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Free talk Can you believe it? I've never done that!

See **Free talk 2** at the back of the book for more speaking practice.



Lesson D Travel blogs


1 Reading

A Do you ever read “blogs,” or Web logs, on the Internet? Are you a “blogger”? Do you know anyone who writes an online journal? Tell the class.

B Read the two blogs. Which blogger’s experiences are the most interesting to you? Why?

Joshua's Blog

Greetings From the Galápagos



Puerto Ayora, Ecuador (Galápagos Islands)
Saturday, November 20, 2004

All is well in Puerto Ayora. I have been very busy. In the last three weeks, I have snorkeled and been scuba diving with giant green turtles, sea lions, penguins, and numerous species of tropical fish. I've wandered over fields of black volcanic rocks, through rocky beaches teeming with fat, lazy iguanas and red, yellow, and blue crabs. I've seen giant Galápagos tortoises and all sorts of rare birds.

I'm flying back to Quito on Tuesday. After that, I plan to go to Peru.

Posted by Joshua on November 20, 2004, 08:28 p.m.
Source: Boots'nAll Travel Network

Suzanne's Blog

I'M IN ATHENS!

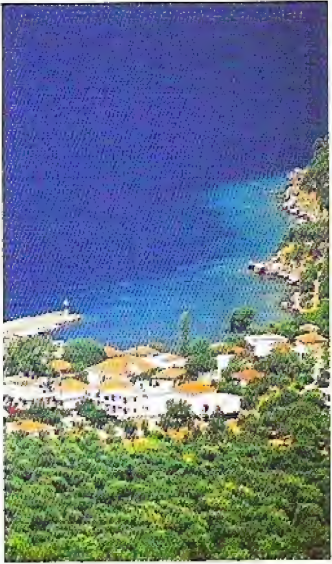
Thursday, June 10, 2004

Well, after 24 hours of travel, I have landed in Greece! Athens is beautiful! The most incredible experience I've had today is figuring out that I can read! I have spent all of about two hours over the past month studying the Greek alphabet, but I was amazed to find out once I got here that I can actually read Greek! I didn't realize how quickly I was learning the Greek alphabet. My cab driver probably thought I was crazy because I was reading every sign and asking him if I was right.

Thursday, June 17, 2004

As for the island of Lesbos, well, it's perfect . . . absolutely perfect. I have been all around the world, and I think that it is the most beautiful place I have ever been. The sea is so crystal clear that you can see your shadow in water 10 meters deep. The beaches are incredible, and there are these amazing little towns nestled in the mountains – every one like it's straight off a postcard.

Posted by Suzanne on June 10 and June 17, 2004.
Source: Suzanne Moyer's Little Corner of the World



C Pair work Read the blogs again. Can you find . . .

1. three things Joshua did on his trip?
2. six kinds of wildlife Joshua saw?
3. the reason why Suzanne was pleased with herself in Athens?
4. three reasons why Suzanne thought Lesbos was absolutely perfect?

2 Listening A traveler's adventures

A Listen to Kevin talk about an e-mail he received from his friend Pamela. Check (✓) the things Pamela has done.



B Listen again. Answer the questions.

- Where is Pamela? _____
- Why is she there? _____
- What's the weather like? _____
- What did Pamela want to try? _____
- Why hasn't she been able to do it? _____

3 Writing and speaking A blog

A Think about an exciting experience you've had, and write a blog about it. Do you have a photo to add to the blog?

Document 1

Flying above the rain forest

Last summer, I went on the Sky Trek in the rain forest in Monteverde, Costa Rica. I'm afraid of heights, so I almost didn't go. Fortunately, there were some great guides, and they really helped me. Amazingly, it wasn't really scary. It was the most exciting experience I've ever had! I didn't see a quetzal bird, unfortunately, so maybe I'll go back.



Help note

Adverbs of attitude

Use adverbs like **fortunately**, **unfortunately**, **amazingly**, etc., to show your attitude or feeling about something.

Fortunately, there were some great guides.

Amazingly, it wasn't really scary.

I didn't see a quetzal bird, **unfortunately**.

B Class activity Take turns reading your classmates' blogs. Discuss who has . . .

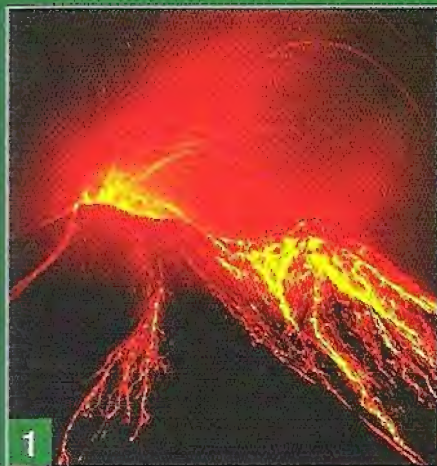
- had the most exciting experience.
- done something you'd love to do.
- been somewhere you'd love to go.

Wonders of the world

Unit 3

In Unit 3, you learn how to . . .

- use the superlative form of adjectives.
- use the superlative with nouns.
- ask and answer questions about measurements with *How + adjective . . . ?*
- talk about human and natural wonders.
- use short responses to show you are a supportive listener.
- use superlatives for emphasis.



1 Arenal Volcano in Costa Rica has been continuously active since 1968.



2 This roller coaster at Thorpe Park in Great Britain turns riders upside down ten times.



3 The Great Canyon of Yarlung Tsangpo in Tibet is deeper than the Grand Canyon in the United States.



4 The Great Pyramid of Giza in Egypt dates from around 2560 BCE.

Before you begin . . .

Have you ever done any of these things?
Which would you really like to do?

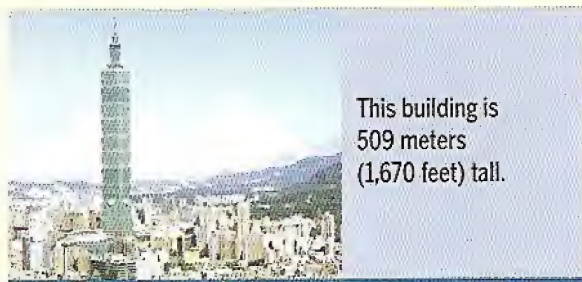
- See an active volcano.
- Ride a scary roller coaster.
- Go hiking in a beautiful canyon.
- Visit an ancient city or monument.

Lesson A Human wonders

Test your knowledge. Can you guess the answers to these questions?

1. Which city has the tallest office building in the world?

- a. Kuala Lumpur. b. Taipei. c. Chicago.



This building is
509 meters
(1,670 feet) tall.

2. Where is the longest suspension bridge?

- a. Japan. b. Denmark. c. China.



This is the
longest
suspension
bridge in the
world. It's 1,990
meters (6,529
feet) long.

3. Where is the largest shopping mall?

- a. Canada. b. Singapore. c. The United States.



This mall has
more than 800
stores and
services,
including 26
movie theaters.

4. Where is the busiest restaurant?

- a. Seoul. b. Bangkok. c. Hong Kong.



This restaurant
employs 1,000
workers and
has 5,000
seats.

5. Which city has the biggest soccer stadium?

- a. Rio de Janeiro. b. Rome. c. Tokyo.



This stadium
has the most
seats. It can
hold over
200,000
people.

6. Which country is the most popular with tourists?

- a. The United States. b. Spain. c. France.



About 75 million
tourists visit this
country every year.

1 Getting started

A Listen to the quiz. Can you guess the correct answers? Circle **a**, **b**, or **c**.
Compare with a partner. Check your answers on the last page of your book.

**Figure
it out**

B Pair work Can you complete these questions? Then ask and answer with a partner.
Can you guess the correct answers? Check your answers on the last page of your book.

1. What's the _____ (big) train station in the world?
2. What's the _____ (busy) airport in the world?
3. What's the _____ (expensive) city in the world?

2 Grammar Superlatives

For short adjectives:

the + adjective + -est

What's the **tallest** building in the world?

What's the **busiest** restaurant?

For long adjectives:

the + most / least + adjective

What's the **most interesting** city in your country?

What's the **least expensive** store?

Irregular superlatives:

good → the best; bad → the worst

What's the **best** country to visit?

What's the **worst** problem in your country?

Superlatives with nouns:

the most + noun

Which country has the **most tourism**?

Which stadium has the **most seats**?

In conversation . . .

The + most + adjective is about 20 times more common than **the + least + adjective**.

A Complete these questions about your country. Use the superlative form of the adjectives or the superlative with nouns.

1. What's _____ (large) city?
2. Which airport has _____ (flights) every day?
3. What's _____ (fast) way to travel?
4. What's _____ (beautiful) region?
5. Which city has _____ (tourism)?
6. What's _____ (famous) monument?
7. What's _____ (good) university?
8. What's _____ (bad) problem for people?



About you

B Pair work Ask and answer the questions. Do you and your partner agree?

3 Speaking naturally Linking and deletion with superlatives

Link the final *st* to vowel sounds and the sounds /h, l, r, w, y/.

What's the most interesting neighborhood?

What's the tallest office building?

What's the biggest hotel?

What's the largest library?

What's the nicest restaurant?

What's the fastest way to travel around?

What's the oldest university?

Delete the final *t*, and link the *s* to most consonant sounds.

What area has the mos(t) traffic?

What's the busies(t) mall or shopping area?

Where's the bigges(t) stadium?

What's the bes(t) sports team?

What neighborhood has the mos(t) clubs?

What's the mos(t) popular dance club?

What's the bes(t) movie theater?

A Listen and repeat the questions above. Notice how the final *st* is linked to vowel sounds and the sounds /h, l, r, w, y/. However, the final *t* is deleted before – and the *s* is linked to – most consonant sounds.

About you

B Group work Ask and answer the questions above about your city. Agree on an answer for each question. Tell the class.


Lesson B Natural wonders


1 Building vocabulary and grammar

A Read the Web page. Which facts did you know? Which didn't you know?


Did you know . . . ?

The highest mountain in the world is Mount Everest in Asia. How high is it? It's 8,850 meters (29,035 feet) high.







The Nile River in Africa is the longest river in the world. It's 6,695 kilometers (4,160 miles) long.




The largest ocean is the Pacific. It covers one-third of the Earth! The deepest part is about 11,000 meters (36,000 feet) deep.

How big is the largest rain forest? The Amazon Rain Forest in South America covers about 4 million square kilometers (1.5 million square miles).





The largest desert is the Sahara in Africa. How large is it? It's about 9.1 million square kilometers (3.5 million square miles).



The most active volcano is probably Kilauea on the island of Hawai'i. It has been active since 1983, and it still erupts every day!

Word sort

B What natural features are in your country? Complete the chart with words from the Web page. Add other ideas. Then compare with a partner.

Features we have		Features we don't have	
beaches		desert	

"We have a lot of beaches." "The most beautiful beach is . . ." "There are no deserts."

Figure it out

C Can you complete the question and answer?

How _____ is the Nile River? It's 6,695 kilometers _____.

2 Grammar Questions with How + adjective ... ?

How high is Mount Everest?	It's 8,850 meters (29,035 feet) high .
How long is the Nile River?	It's 6,695 kilometers (4,160 miles) long .
How wide is the Grand Canyon?	It's about 29 kilometers (18 miles) wide .
How deep is the Pacific Ocean?	It's about 11,000 meters (36,000 feet) deep .
How large is the Sahara Desert?	It's 9.1 million square kilometers (3.5 million square miles).
How hot does it get in Death Valley?	It can reach 48 degrees Celsius (120 degrees Fahrenheit).

Some measurements can be followed by an adjective: high, tall, long, wide, deep

A Write two questions about each of these places.

- the smallest continent / Australia / almost 7.7 million square kilometers
- the highest mountain in South America / Mount Aconcagua / 6,962 meters
- the longest river in Canada / the Mackenzie River / 4,241 kilometers
- the widest canyon in the world / the Grand Canyon / 29 kilometers
- the deepest lake in the world / Lake Baikal / 1,741 meters

What's the smallest continent? How big is it?

B Pair work Ask and answer your questions.

A What's the smallest continent? **A** How big is it?

B Australia. **B** It's almost 7.7 million square kilometers.



3 Listening What do you know?

A Take the quiz below. Then listen to the quiz show, and check your answers.

- The world's tallest trees grow in _____.
a. Japan
b. Brazil
c. the United States
- _____ is the highest lake in the world.
a. Lake Victoria
b. Lake Titicaca
c. Lake Superior
- The longest mountain range is _____.
a. the Andes
b. the Himalayas
c. the Rocky Mountains
- The world's largest archipelago is _____.
a. the Philippines
b. Greece
c. Indonesia

B Listen again. Complete the sentences.

- How tall are the world's tallest trees? They're _____.
- How high is the highest lake? It's _____.
- How long is the longest mountain range? It's _____.
- How many islands does the world's largest archipelago have? It has _____.

4 Vocabulary notebook From the mountains to the sea

See page 30 for a useful way to log and learn vocabulary.



Lesson C This is the most incredible place!

1 Conversation strategy Being a supportive listener

A What's the best way to agree with this statement?

A *This is the most beautiful beach!*

B _____

- a. Well, it's OK. b. Uh-huh. c. Yeah, it really is.



Now listen to Kim and Juan. What do they say about Sequoia National Park?



Kim *This is the most incredible place!*

Juan *Yeah, it really is. It feels good to be out of the city.*

Kim *It sure does. You know, these trees are just awesome.*

Juan *They really are. Have you ever been to Sequoia National Park?*

Kim *No. Have you?*

Juan *Yeah. I went last year. The trees there are the tallest in the world.*

Kim *Really? I didn't know that.*

Juan *Yeah. I had the best time. I mean, it's just the greatest place to hike.*

Kim *We should go hiking there sometime.*

Juan *You're right. We really should.*

Notice how Kim and Juan use short responses with *really* and *sure* to agree and to be supportive listeners. Find examples in the conversation.

"It feels good to be out of the city."

"It sure does."

B Match the comments on the left with the responses on the right. Then practice with a partner.

- | | |
|--|---|
| 1. The weather was really great last Saturday. ____ | a. You're right. We really should. |
| 2. This city doesn't have many <u>parks</u> . ____ | b. Yeah, we sure have. |
| 3. We should <u>go snorkeling</u> sometime. ____ | c. It sure is. |
| 4. <u>Green Lake</u> is a great place to go swimming. ____ | d. It really was. I spent the whole day outdoors. |
| 5. We've <u>had a lot of fun</u> today. ____ | e. No, it sure doesn't. That's too bad. |



C Pair work Practice the comments and responses using your own ideas. Change the underlined words.



2 Strategy plus Using superlatives for emphasis

You can use superlatives to emphasize your opinions or feelings.

This is the most incredible place!



I had the best time.



About you

Pair work Complete the answers with the superlative form of the adjectives. Then practice with a partner. Practice again with your own information.

- A Should I stop in New York City when I go to the United States?

B Well, I really liked it. You see _____ (interesting) people everywhere.
- A How was your vacation? Was it fun?

B Yeah. I went hiking in Peru, in the mountains. I had _____ (good) time.
- A Have you ever been to the Galápagos Islands?

B No, but I've read a lot about them. They have _____ (great) wildlife there.
- A Have you ever heard of Angkor Wat in Cambodia?

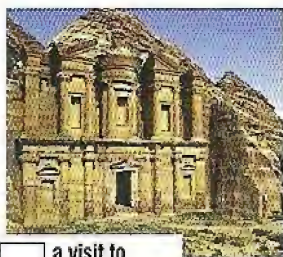
B Yeah. I've been there. It's _____ (amazing) place.

3 Listening and speaking Travel talk

A Listen to an interview on a radio show. In what order does Jill Ryan talk about these experiences? Number the photos.



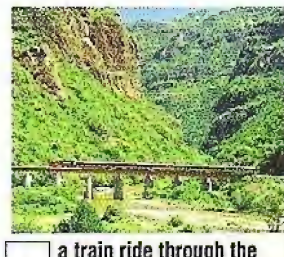
☐ a Caribbean cruise



☐ a visit to Petra, Jordan



☐ a trip to Antarctica



☐ a train ride through the Copper Canyon in Mexico

B Listen again. How does Jill answer these questions? Complete the sentences.

- What's the most interesting place you've ever been to? Petra. It's _____.
- What's the most beautiful place you've seen? Antarctica has _____.
- What's the best vacation you've had? The Copper Canyon. The colors _____.
- What's the most exciting thing you've done on a trip? I rode _____.
- What was your worst vacation? The cruise was great, but I _____.

About you

Group work Discuss the questions. What experiences have people in your group had?

4 Free talk The five greatest wonders

See **Free talk 3** for more speaking practice.



1 Reading

A Read the headings of the paragraphs below on world records. Which three facts do you want to read about first? Tell the class.

B Read the facts. Do you know any facts like these about your country?

WORLD RECORDS

**The fastest roller coaster...**

The fastest roller coaster is Kingda Ka at Six Flags Great Adventure in New Jersey, U.S.A. It reaches a speed of 206 kilometers (128 miles) per hour in just four seconds! At 139 meters (456 feet), it's also the tallest roller coaster in the world.

**The busiest subway...**

The Metropolitan in Moscow, Russia, is the busiest subway system. More than 3 billion passengers ride on Moscow's Metro subways each year. It might also be the most beautiful subway system – many of the 150 stations have stained glass, marble statues, and chandeliers.

The most talkative bird...

The most proficient talking bird was an African gray parrot named Prudle. It learned over 800 words and could even conduct polite conversation.

The highest mountain range...

The world's highest mountain range is the Himalayas. It has 96 of the world's 109 peaks over 7,317 meters (24,000 feet).

**The longest escalator...**

The Central-Mid-Levels Escalator in Hong Kong, China, is the longest escalator in the world. It is 800 meters (2,625 feet) long and climbs 135 meters (443 feet).

The most expensive city...

According to the Mercer Human Resource Cost-of-Living Survey, the most expensive city is Tokyo, Japan. The survey compared the cost of goods and services in 144 cities.

The most visited city...

Tijuana, Mexico, located on the border with California, U.S.A., is the city with the most visitors. It has about 35 million tourists each year.

The highest city...

Wenchuan, China, at an altitude of 5,103 meters (16,730 feet) above sea level, is the world's highest city.

**The deadliest animals...**

The most poisonous amphibian is the poison dart frog, found in Central and South America. The poison in its skin can kill 20 adult humans.

The most poisonous snake is the African black mamba. The poison in one bite can kill 200 humans.

C Pair work Can you find this information in the paragraphs on page 28?

1. two very dangerous animals
2. two places at high altitudes
3. two different ways to go up nearly 140 meters (459 feet)
4. two places with crowds of people

2 Speaking and writing Interesting facts

A Group work Discuss these questions about your country. Find out as many facts as you can about each thing. Take notes.


What is ...

- the highest mountain? the longest river?
- the longest bridge? the tallest building?
- the best-known natural feature?
- the best time of year to visit?
- the city with the most historic sites?

B Write a paragraph about a human or natural wonder in your country. Include a photo if you can.

Document 1

The highest mountain in Argentina



Mount Aconcagua

Mount Aconcagua, a peak in the Andes range, is the highest mountain in Argentina. At 6,962 meters, it is the highest mountain in North and South America. Many people come to Argentina every year to climb Mount Aconcagua and to see the Andes, the longest mountain range in the world.

Help note

Adding information

Mount Aconcagua is the highest mountain in Argentina. + It is a peak in the Andes range. =

Mount Aconcagua, a peak in the Andes range, is the highest mountain in Argentina.

Many people come to Argentina to see the Andes. + They are the longest mountain range in the world. =

Many people come to Argentina to see the Andes, the longest mountain range in the world.

C Group work Take turns reading your paragraphs aloud. Did you learn any new information? Do you have any suggestions for additions or changes?

Family life

In Unit 4, you learn how to . . .

- use *let, make, help, have, get, want, ask, and tell* to talk about rules and discipline.
- use *used to* and *would* to talk about memories.
- talk about family, relatives, and childhood.
- give opinions with expressions like *It seems like* and *If you ask me*.
- use expressions like *definitely, absolutely, etc.*, to agree.



Before you begin . . .

What activities do you and your family do together?
Tell the class three things.




Lesson A Family gripes

The Gripe: Submit your gripes about family, love, work, school, and more!

GRIPE.CUP.ORG **FAMILY** **LOVE** **WORK** **SCHOOL**

Kids gripe about their parents. . . .




"My parents won't let me use the car. I have to ask them to drive me everywhere."— Rob

"I want to go to drama school, but my parents want me to study law. They're always pressuring me about it."— Kanako

"My parents won't let me stay out late. I keep telling them not to worry, but they always make me come home before 11:00. It's so embarrassing."— Luis


Parents gripe about their kids. . . .



"My kids watch too much TV. I always try to have them do their homework before dinner, but they watch TV instead."— Paulo

"My kids never help me clean the house. I can't even get them to clean up their own rooms."— Jong

Spouses gripe about each other. . . .



"My husband never lets me have the remote when we're watching TV. It's so irritating. We're always fighting over it."— Joanna

"My wife is a backseat driver. She's always telling me to slow down, even though I never go over the speed limit."— Chuck

Here's your chance to send in your own gripe about your family.

your e-mail address

enter your gripe

submit your gripe

1 Getting started

A Read the messages on the Web site above. What problems do the people have?

Figure it out

B Complete the sentences about the people above.

1. Rob's parents don't want him _____ the car.
2. Luis's parents make him _____ home before 11:00.
3. Paulo can't get his kids _____ their homework before dinner.
4. Jong's kids won't help her _____ the house.
5. Chuck's wife always tells him _____, even when he's not driving fast.

About you

C Pair work Do you have any gripes like the ones above? Tell a partner.

2 Grammar Verbs *let, make, help, have, get, want, ask, tell*

let / make / help / have + object + verb

My parents won't **let me stay out** late.
They **make me come** home before 11:00.
My kids never **help me clean** the house.
I **have them do** their homework before dinner.

get / want / ask / tell + object + to + verb

I can't **get them to clean up** their rooms.
My parents **want me to study** law.
I have to **ask them to drive** me everywhere.
My wife is always **telling me to slow down**.

A Complete the sentences with verbs.

- When I was a kid, my parents never let me _____ to school by myself.
- My parents made me _____ to bed at 8:00.
- My mother couldn't get me _____ any vegetables.
- My sister never lets me _____ her computer.
- My parents want me _____ more time with them.
- My wife's always telling me _____ more exercise.
- I always have my husband _____ breakfast on the weekends.
- I think kids should help their parents _____ the house.

In conversation ...

You can also say, for example, *help me to do something*, but this is much less common.

help + verb

help + to + verb

About you

B Pair work Make five of the sentences above true for you. Tell a partner.

"When I was a kid, my parents never let me eat junk food."

3 Listening and speaking Reasonable demands?

A Parents often make demands on their children. Which of the parents' demands below do you think are reasonable? Which are not?

Parents' demands

- | | |
|-----------------|-----------------------------------|
| 1. Emma _____ | a. get married and start a family |
| 2. Robert _____ | b. move to their neighborhood |
| 3. Julia _____ | c. work in the family business |
| 4. Justin _____ | d. call them every week |

B Listen to the four people above talk about their parents' demands. Each conversation is incomplete. What demand is each person talking about? Match.

C Now listen to the complete conversations, and check your answers.

About you

D Group work Do your parents make any of the demands above? What other demands do they make? Tell the group.

"My parents don't want me to get married. They want me to finish college first."



Lesson B Family memories

1 Building vocabulary and grammar

A  Listen and read the article. What memories do these people have?

HAPPIEST MEMORIES

We asked people to send us a photo and write about their happiest childhood memory.



My happiest memory is of my **great-grandmother**. She always used to keep candy in her pockets, and she'd always give us some when we came to visit. My dad used to tease us and say, "Grandma, don't give them any candy!" But she did anyway.

– Mi Soon, Seoul, South Korea

All my aunts and uncles used to come over for Sunday dinner, and there were always about 12 of us around a gigantic table. My **cousins** and I would crawl under it during dinner and play. I'm an only child, so it was nice to be part of a big **extended family**.

– Claudia, San Juan, Puerto Rico



My sister and brother-in-law used to live next door. I'm only a little older than my sister's kids, so I kind of grew up with my **niece** and **nephew**. I used to go over there a lot, and we'd play together. I was their favorite **uncle**!

– Hasan, Istanbul, Turkey

I used to love playing basketball with my four brothers. I grew up in a **blended family**, with two **stepbrothers** and two **half brothers**. After my parents got divorced, my father married a woman with two sons, and they had two more kids together. Anyway, the five of us used to play on a team, and we would always win.

– John, Oakland, California, U.S.A.



**Word
sort**

B Complete the chart with male or female family members. Then tell a partner about your family.

Immediate family		Extended family		Blended family	
father	mother		great-grandmother	stepfather	
	sister	grandfather			stepsister
husband			aunt	stepson	
	daughter	cousin			half sister
			niece		
		brother-in-law			

"I don't have any brothers or sisters, but I have three cousins and two aunts."

**Figure
it out**

C Find all the examples of *used to* and *would* or *'d* in the article. Do you think these activities and situations are finished or still continue?

2 Grammar *used to and would*

Use *used to* for regular activities or situations in the past that don't happen now or are no longer true.

I **used to go** over to my sister's house a lot.

My grandmother **used to keep** candy in her pockets.

The five of us **used to play** on a team.

Use *would* for regular activities in the past.

→ I'd **play** with my niece and nephew.

→ She'd **always give** us some.

→ We **would** always win.

Negatives and questions with *used to* are less common.

I **didn't use to** like jazz.

What kind of music **did you use to** like?

Don't use *would* for situations in the past.

My sister **used to** live next door.

(NOT My sister ~~would~~ live next door.)

In conversation . . .

People often begin a story with ***used to*** and then continue with ***would***.

About
you

What family memories do you have? Complete each sentence, and add a sentence with *would*. Then compare your memories with a partner.

When I was a kid, . . .

1. My family used to go to the beach in the summer. We'd go almost every weekend.
2. My mother used to make _____ for us.
3. My brother / sister and I used to play _____ together.
4. My family used to watch _____ on TV.
5. I used to see my aunts, uncles, and cousins _____.
6. My grandparents used to take me to _____.
7. My family always used to _____ on Sundays.

A My family used to go to the beach in the summer. We'd go almost every weekend.

B Really? I bet that was fun. My family used to visit my grandmother. . .

3 Speaking naturally *used to*

/yuwstə/

We **used to** visit my great-grandmother.

I **used to** play with my cousins.

A Listen and repeat the sentences above. Notice the reduction of *used to*.

B Now listen and repeat these sentences.

1. I used to love playing hide-and-seek.
2. I used to hate broccoli.
3. I used to be afraid of the dark.
4. We used to have a goldfish.
5. My sister used to tease me a lot.

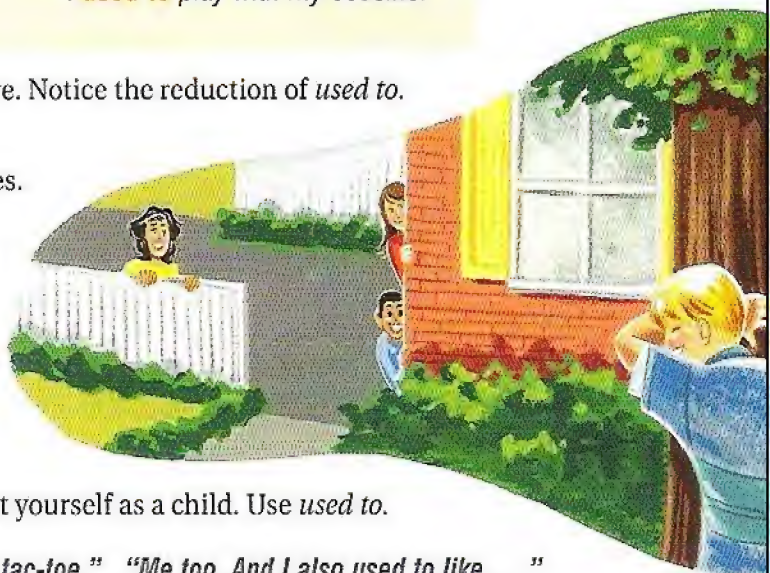
About
you

C **Pair work** Tell a partner five things about yourself as a child. Use *used to*.

"When I was a child, I used to love playing tic-tac-toe." "Me too. And I also used to like . . ."

4 Vocabulary notebook *Remember that?*

See page 42 for a useful way to log and learn vocabulary.



Lesson C *If you ask me, . . .*

1 Conversation strategy *Giving opinions*

A Which person is stating a fact? Which one is giving an opinion?

A *I read that in over half of all families, both parents work.*

B *Yeah. I don't think parents spend enough time with their children.*



Now listen. What does Paula say about her family life?



Rob *So, how are your kids doing?*

Paula *Good, but they're pretty busy. It seems like there's a lot of pressure on kids these days.*

Rob *Definitely – with all the homework and sports and lessons and everything. If you ask me, they're way too busy.*

Paula *Absolutely. My kids come home, grab something to eat, and then run off again. I never see them.*

Rob *Oh, I know. Whatever happened to family dinners?*

Paula *Yeah. I don't think families spend enough time together – not like they used to.*

Rob *That's for sure. And it seems to me that's why some kids get into trouble.*

Paula *Exactly.*

Notice how Rob and Paula use expressions like these to give opinions. Find examples in the conversation.

I think . . . It seems like . . . If you ask me, . . .
I don't think . . . It seems to me (that) . . .

About you

B Complete these sentences with expressions from above to give your opinions. Then discuss your opinions in groups.

- _____ life is harder for teenagers now than it used to be.
- _____ there's a lot of pressure on kids to get good grades.
- _____ teachers should give students less homework.
- _____ kids should spend more time with their parents.
- _____ teenagers get into more trouble these days than they used to.
- _____ television is a bad influence on children these days.
- _____ kids should spend less time on the Internet.

A *It seems to me that life is harder for teenagers now than it used to be.*

B *I agree. I think that kids today have a lot of choices to make.*

C *I don't know. If you ask me, they're pretty lucky.*

2 Strategy plus Agreeing

You can use these expressions to agree with people's opinions.

Absolutely. You're right. I agree (with you).

Definitely. That's true. (Oh,) yeah.

Exactly. That's for sure. (Oh,) I know.

If you ask me, they're way too busy.



Absolutely.

Listen. Write the responses these people use to agree. Then practice the conversations with a partner.

- A It seems like people are getting married much later these days.
 B _____ I think it's better to wait until you're older.
 A _____ That way you have time to grow up.

- A I think it's sad that so many people get divorced these days.
 B _____ I heard that 1 in 3 marriages ends in divorce. That's terrible, especially when kids are involved.
 A _____ It's a real shame.

- A It's too bad families don't eat together anymore.
 B _____ I read an article about that. It said when families eat together, the kids get into less trouble because they talk to each other more.
 A _____ And anyway, it's just nicer to eat together.

- A You know, I don't think it's good when both parents work. It's not good for the kids.
 B _____ But I guess some families need two incomes.
 A _____ But money isn't everything.

In conversation ...

Exactly, definitely, and absolutely are in the top 600 words.



3 Talk about it Ideal families

Group work Discuss the questions. Which topics do you agree on? Tell the class.

- ▶ Are people getting married later these days?
- ▶ What's the best age to get married? to start a family?
- ▶ Do you think families should spend more time together?
- ▶ How important is it for families to eat together? Why?
- ▶ Is it bad for children when both parents work?
- ▶ Do you think it's important for children to spend time with their grandparents?

4 Free talk Family histories

See **Free talk 4** for more speaking practice.



1 Reading

A When you were a kid, did you argue with family members? What about? Tell the class.

B Read Rhonda's blog. Why did Rhonda and her brother use to argue?

Rhonda's Blog

RHONDA'S RAMBLINGS

Home
About Me
Archives
Links

11/9/2004
Childhood memories


Kids always have to sit in the backseat these days. They can't sit in the front seat, because every car now has air bags, and kids might get hurt by these safety devices.

This would have taken a lot of the joy away from my childhood. How many times did my brother and I fight over who got to sit in front? I'm surprised my mom never really implemented a policy. She kind of left it up to us. Once in a while, she would put her foot down and make us take turns. Otherwise, it was a free-for-all. "All" being my brother and I. I recall that at times, the front seat would go to whoever yelled "I call the front!" first. But it had to be after we were outside of the store or the house. We couldn't "call it" while we were still inside.

Sometimes we would determine who got to sit in the front by whoever touched the car first. I inevitably lost in this one because my brother was older and more athletic, and therefore quicker. So, he would tag the car first.

And the other way we would decide who got the front was by arguing over whose turn it was. Of course, we always thought it was our own turn. So, we'd argue about it until one of us gave in, or my mom got frustrated enough to make one of us sit in the back.

Kids nowadays don't even know what they are missing. For my brother and me, fighting over the front seat was an important part of our sibling bonding.



Source: Rhonda's Ramblings

C Find the expressions on the left in the blog. Match each one with a similar expression.

- | | |
|------------------------------|---|
| 1. implemented a policy ____ | a. demanded something strongly |
| 2. left it up to us ____ | b. forming a close relationship with a brother / sister |
| 3. put her foot down ____ | c. agreed to someone's demand |
| 4. free-for-all ____ | d. made a set of rules |
| 5. gave in ____ | e. let us decide what to do |
| 6. sibling bonding ____ | f. a competition with no rules |

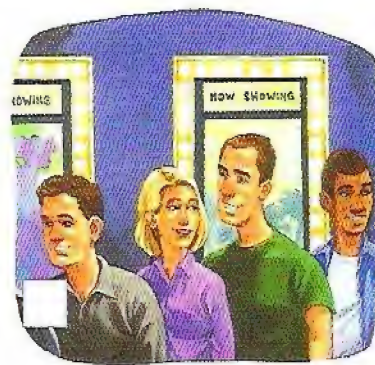
D Read the blog again. For each statement below, check true or false. Correct the false statements. Then compare ideas with a partner.

True	False
------	-------

1. Rhonda's mother always decided who would ride in the front seat. ☐ ☐
2. Rhonda and her brother had rules for deciding who rode in the front seat. ☐ ☐
3. If Rhonda yelled "I call the front!" inside the house, she could ride in front. ☐ ☐
4. Rhonda would usually touch the car before her brother. ☐ ☐
5. Rhonda and her brother always thought it was their turn to ride in front. ☐ ☐

2 Listening and writing Family activities

A  Listen. What did these people use to do? Number the pictures.



B  Listen again. Why don't the people do these things now? Write a reason under each picture.

About you → **C Group work** Think of three things you used to do with your family. Tell your group.

A We used to ski every winter, but my dad hurt his knee, so we stopped.

B Really? My parents didn't let us go skiing because they thought it was too dangerous.

D Choose a family memory from your childhood. Write a blog about it.

○○○
Document 1

Our roller-skating days

When we were kids, my sister and I used to roller-skate a lot. We would skate on the sidewalk or on the school playground. In those days, we didn't have all the safety equipment kids use today. These days, kids wear helmets, knee pads, and wrist guards. Back then, we just had to skate carefully and try not to fall.

Help note

Using time markers

- Use these time markers to show the past:
When we were kids, ... / When I was ...
In those days, ... / Back then, ...
- Use these time markers to show the present:
today, now, nowadays, these days

E Group work Read your classmates' blogs. Then ask questions to find out more information.

"How far did you use to skate?" "Did your parents let you skate by yourselves?"

Food choices

In Unit 5, you learn how to . . .

- talk about food using expressions like *a bottle of*, *a quart of*, *a loaf of*, etc.
- use quantifiers like *a little*, *a few*, *very little*, and *very few*.
- use *too*, *too much*, *too many*, and *enough*.
- talk about eating habits and different ways to cook food.
- respond to suggestions by letting the other person decide.
- refuse offers politely using expressions like *No*, *thanks*. *I'm fine*.



Before you begin . . .

Can you find these foods in the picture? What other foods can you find? Have you bought any of these things recently?

- a bag of potato chips
- some cartons of juice
- a jar of mustard
- a bottle of ketchup
- a box of cereal
- a can of soup
- a package of frozen peas



What do you have in your refrigerator?

We visited three people to see what they keep in the fridge.

“Let’s see, um, a carton of eggs, a quart of milk, a pound of hamburger, a few slices of cheese, and a little butter. Um, there aren’t many vegetables. There are just a few green peppers going bad in the vegetable bin. I guess I should eat more vegetables.”

— David Freeman



“Oh, there’s lots of stuff. There’s fruit – oranges, mangoes, a pineapple. And I always have plenty of fresh vegetables – broccoli, tomatoes, and carrots. And there’s some milk. I usually buy skim milk because it has fewer calories. And then in the freezer there are one or two frozen dinners, but not many. We eat very few frozen meals.”

— Marta Delgado

“Well, there’s very little food in there because I eat out most nights. So there’s just a loaf of bread, a bottle of soy sauce, and a jar of hot peppers. Yeah, there’s not much food in the house.”

— Chris Kim



1 Getting started

A Listen. Who has the healthiest food in the refrigerator?

Figure it out

B Read about the people, and look inside the refrigerators. Each person forgot to mention two things. What did they forget? Use these expressions.

a bottle of a jar of a loaf of a few a little a quart of

“David also has a bottle of ketchup in his refrigerator. And he has . . .”

2 Grammar Talking about quantities of food

Uncountable nouns

We have **a little** butter in the fridge. = *some*
 There's **very little** food. = *not a lot*
 I'm trying to eat **less** fat.
 There's **not much** food in the house.

very little / very few = not a lot

Countable nouns

We have **a few** slices of cheese. = *some*
 We eat **very few** frozen meals. = *not a lot*
 Skim milk has **fewer** calories.
 There aren't **many** vegetables.

Food containers / items

a carton of juice → two cartons of juice
 a loaf of bread → two loaves of bread

Weights and measures

a liter of / a quart of 1 liter = 1.1 quarts
 a kilo of / a pound of 1 kilo = 2.2 pounds
kilo = kilogram

About
you

→ Add food items to make each sentence true for you. Then compare information with a partner.

1. In my refrigerator, there's a jar of _____, a bottle of _____, and a liter of _____.
2. In my cupboard, there's probably a bag of _____, a package of _____, and a can of _____.
3. I eat a few _____ and a little _____ every week.
4. I've bought very little _____ and very few _____ recently.
5. I probably should eat fewer _____ and more _____.
6. I eat less _____ than I used to.
7. Yesterday, I ate a little _____ and a few _____, but I didn't eat much _____.
8. I'm not eating many _____ these days.

A In my refrigerator, there's a jar of mayonnaise, . . .

B We don't eat mayonnaise, but we have some jars of jam and some curry paste.

3 Talk about it Is it good for you?

Group work Look at these beliefs about food. Discuss each one. Do you agree?

It's good to eat a few **NUTS** every day. They're very healthy.



A little **CHOCOLATE** can be good for you. It can improve your mood.



If you eat fewer **CARBOHYDRATES** and a little more **FAT** and **PROTEIN**, you will lose weight more quickly.

Eating **LESS FOOD** can help you **LIVE LONGER**.

You should try to eat nine portions of **FRESH FRUIT** and **VEGETABLES** every day.

A cup of **GREEN TEA** every day is good for your general health.



A Did you know it's good to eat a few nuts every day?

B No, I didn't. I don't eat many nuts, actually. They have a lot of fat in them.

Lesson B A question of taste

1 Building vocabulary

A Have you eaten any of these foods recently? Which ones do you like best?



(stir-)fried noodles



grilled shrimp



steamed vegetables



boiled eggs



baked potatoes



pickled cabbage



roast lamb



barbecued beef



raw fish



smoked fish

Word
sort

B How do you like to eat different foods? Complete the chart. What would you like to eat tonight? Tell the class.

fried	grilled	steamed	boiled	baked	roast(ed)	barbecued
eggs	fish					
potatoes						

Notice . . .

Adjective
fried, grilled, . . .

Verb
fry, grill, . . .

2 Speaking naturally Stressing new information

A Do you like fried rice? B Yes, I love fried rice. **or** B Actually, I prefer steamed rice.

A Do you like raw fish? B Yes, I love raw fish. **or** B I've never tried raw fish.


A Have you ever eaten raw eggs? B Yes, I eat raw eggs for breakfast. **or** B No, I only eat cooked eggs.

A Listen and repeat the questions and answers above. Notice how the stress and intonation move to the new information in the answers. Then ask and answer the questions with a partner.

About you **B Pair work** Compare charts from Exercise 1B above. How do you like your foods prepared?

"I like fried eggs. Do you?" "No, not really. I always boil my eggs. Boiled eggs are healthier."

3 Building language

A  Listen. What do Carla and Leo want to order? Practice the conversation.

Carla Are you going to have dessert?

Leo No, I'm too full. I ate too many fries.

Carla Do you mind if I have something? My salad wasn't filling enough. I mean, is there enough time? I know I eat too slowly – probably because I talk too much!

Leo That's not true! Anyway, I want another iced tea. I'm really thirsty. I guess I put too much salt on my fries.

Carla OK. So I'm going to order some apple pie.

Leo Mmm. Sounds good. Maybe I'll have some, too.

Carla Well, as they say, there's always room for dessert!

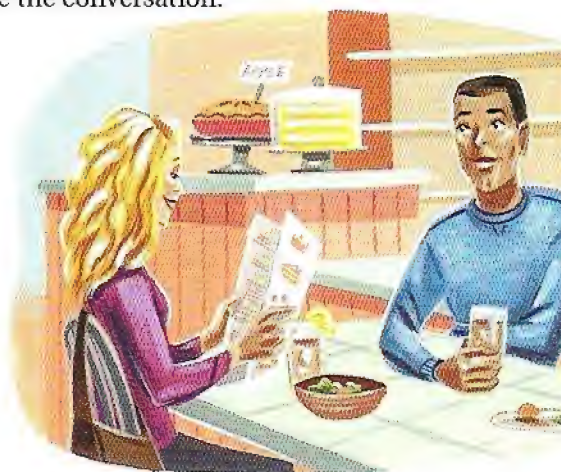


Figure it out → **B** Can you complete these sentences with *enough*, *too*, and *too much*?

1. Leo isn't hungry because he ate _____ food.
2. Carla didn't have _____ food to eat.
3. Leo is thirsty because his fries were _____ salty.

4 Grammar *too, too much, too many, and enough*

too / too much / too many

enough

With nouns I ate too much food / too many fries. I didn't eat enough food / fries.

As pronouns I ate too much / too many. I didn't eat enough.

With adjectives He's too full. Her salad wasn't filling enough.

With adverbs She eats too slowly. She doesn't eat fast enough.

With verbs She talks too much. Maybe she doesn't listen enough.

A Complete these sentences with *too*, *too much*, *too many*, or *enough*.

1. I eat _____ fast food and not _____ fruit and vegetables.
2. I'm never hungry _____ to eat dinner because I eat _____ snacks.
3. There's never _____ time to shop or cook, so I eat out a lot.
4. During my exams, I study _____, and I don't sleep or eat _____.
5. I don't like smoked or pickled foods because they're _____ salty.
6. If I don't eat _____ for breakfast, I'm _____ hungry by lunchtime.
7. When I'm stressed out, I eat _____ quickly. Then I get a stomachache.
8. I think there's _____ fat in fried foods. It's better to grill them or steam them.

About you → **B Pair work** Are the sentences above true for you? Discuss with a partner.

A I don't eat too much fast food. I try to eat a lot of fruit and vegetables.

B That's good. I probably eat too much fast food. I don't have enough time to eat properly.

5 Vocabulary notebook *Fried bananas*

See page 52 for a new way to log and learn vocabulary.



1 Conversation strategy Letting another person decide

A Look at the question and answers. Which guest wants the host to make the decision?

Host Can I get you something, like tea or coffee?

Guest A I'll have tea, please. Guest B Either one is fine. Guest C Actually, do you have any soda?



Now listen. What does Laura offer Kayla?

Laura Can I get you something to eat?

Kayla Oh, I'm OK for now. But thanks.

Laura Are you sure? I have some cheese in the fridge and a box of crackers.

Kayla No, thanks. I'm fine. Really. Maybe later.

Laura Well, how about some tea or coffee?

Kayla Um . . . are you having some?

Laura Yeah. I need to wake up a bit. So, tea or coffee?

Kayla Either one is fine. Whatever you're having.

Laura OK. I think I'll make some tea. Do you want it with milk or lemon?

Kayla Oh. Either way. Whichever is easier. Are you sure it's not too much trouble?

Laura No, no. It's no trouble at all.

Notice how Kayla uses expressions like these because she wants Laura to decide. Find examples in the conversation.

Either one (is fine).

Whatever you're having.

Either way (is fine).

Whichever is easier (for you).

Whatever you prefer.

B Pair work Write a response to these questions, letting the other person decide. Then practice the conversations with a partner.

1. "I'm thirsty. I could make us some lemonade or some iced tea. What would you like?"
2. "There are two good movies at the Plaza Theater, *Life of Crime* and *Crazy Love*. Which one do you want to see?"
3. "Do you want to have dinner after the movie? Or maybe meet for dinner before?"
4. "Let's buy some popcorn. Do you want it with or without butter?"
5. "Would you like to share a dessert? Maybe some apple pie or ginger ice cream?"

2 Strategy plus Polite refusals

You can use expressions like these to refuse offers of food and drink politely.

No, thanks. Maybe later.

No, thanks. I'm fine. Really.

I'm OK for now. But thanks.

Can I get you something to eat?

I'm OK for now. But thanks.



Imagine you are the guest at this party. How can you refuse your host's offers politely? Complete the conversation. Then practice with a partner.

Host Would you like something to eat?

Guest _____

Host Are you sure? There's a big plate of my special barbecued chicken.

Guest _____

Host Well, can I get you something cold to drink? I have juice, soda, ...

Guest _____

Host Well, if you change your mind, just let me know.

3 Listening That sounds good.

A Listen to the conversations. Number the pictures.



B Listen again. Match each picture above with the appropriate response below to complete the conversations. Write the numbers on the lines.

- They all look good. Whatever you prefer. ____
- Either one is fine. Whatever you're having. ____
- I could go either way. You choose. ____
- No, thanks. I'm fine. Maybe later. ____

4 Free talk Do we have enough for the party?

See **Free talk 5** for more speaking practice.



1 Reading

A Brainstorm! How many different snacks can you think of? Which ones are popular in your country? Make a class list.

B Read the article. Which snacks do you eat? Which would you like to try?

POPULAR SNACKS AROUND THE WORLD



Duk bok gi

You should definitely try *duk bok gi* if you visit South Korea. A favorite with students, these rice cakes and vegetables with a thick, spicy sauce are a nutritious and inexpensive snack. You can buy it from one of the many food stands that line the streets. Or, you can buy packets of instant *duk bok gi* and cook them at home for a quick meal.

Samosas

In India, you can eat *samosas* as "street food" or in the best Indian restaurants as an appetizer. These fried pastries can be vegetarian, with ingredients like chickpeas, lentils, and potatoes, or they can have a delicious meat filling, such as ground lamb. They are good with chutney (a thick sauce containing chopped fruit, vinegar, sugar, and spices).



Falafel

Another favorite "street food," *falafel*, is popular throughout the Middle East. *Falafel* is a mixture of ground chickpeas with onion, garlic, and other spices shaped into balls or patties and deep-fried. People often eat *falafel* with yogurt or tahini (sesame seed paste).

Popcorn

Over 2,000 years ago, native peoples of North and South America ate popcorn. They heated a type of corn over a fire until it "popped," or burst open. You can make popcorn by heating it in oil. Or pop it without oil to make a low-calorie snack – unless, of course, you add melted butter! Today, people in the United States eat over one billion pounds of popcorn per year.




French fries

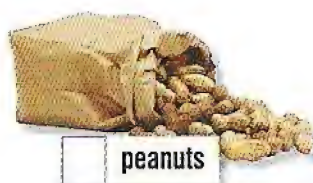
No one is absolutely sure about the origin of French fries, with both France and Belgium claiming the invention of these delicious strips of potatoes deep-fried in oil. In recent years, fast-food chains in countries all over the world have probably made French fries one of the world's most popular snacks. Everyone has a favorite way of eating them, for example, with ketchup, mayonnaise, vinegar, or just salt.

C Read the article again. Complete the chart for each snack.

Name of snack	Popular in ...	Ingredients	Good with ...
duk bok gi	South Korea	rice and vegetables	spicy sauce

2 Listening and speaking *Snack habits*

A  Listen. What snacks are the people talking about? Number the pictures.




peanuts




pizza



ice cream

B  Listen again. How would each person answer the questions? Complete the chart.

	Gatherine	Josh	Zoe
1. What's your favorite snack food?			
2. How often do you eat this snack?			
3. Do you think this snack is healthy? Why?			

C  **Group work** Discuss the questions above. Complete a chart like the one above with your classmates' information. Which of the snacks are healthy?

3 Writing *You should definitely try it!*


A **Pair work** Choose a snack food or traditional dish popular in your country. Write an article about it for a tourist pamphlet. Use the article on page 50 to help you. Include a photo if you can.

Document 1

A Thai Treat

If you visit Thailand, you should try some of the delicious desserts, like sweet sticky rice. People often eat it as an afternoon snack with tea or for dessert. You can order it in a restaurant or buy it on the street at a food stand.

There are many types of sweet sticky rice. For example, people make black sticky rice with a special type of wild rice, and they also make sticky rice with corn. You can put different toppings on sweet sticky rice, such as coconut custard, fresh coconut cream, and fresh mangoes.



Help note

Giving examples

You can introduce examples with:

like

for example

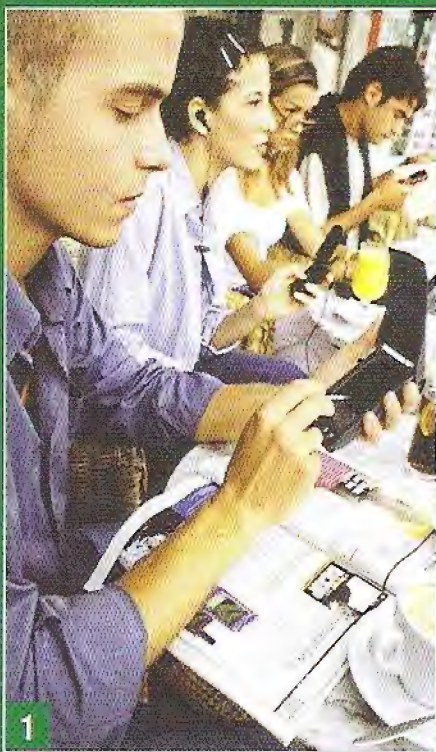
such as

B **Pair work** Read a partner's article. Can you add any more information?

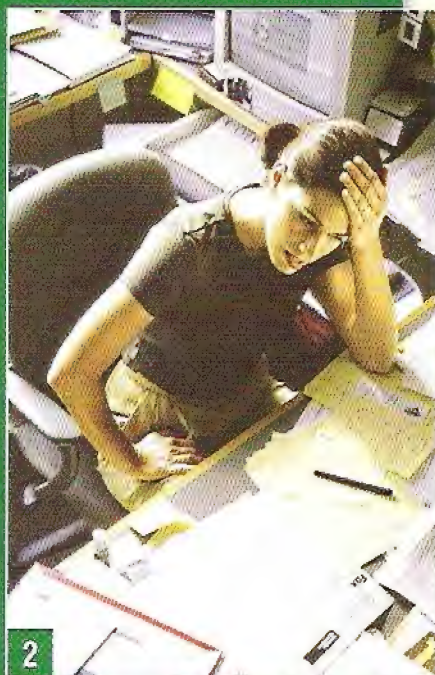
Managing life

In Unit 6, you learn how to . . .

- use *will*, *going to*, the present continuous, and the simple present to talk about the future.
- talk about future plans, facts, predictions, and schedules.
- use *ought to*, *have got to*, *would rather*, *had better*, and *going to have to*.
- talk about what's advisable, what's necessary, and what's preferable.
- use expressions with *make* and *do*.
- end phone conversations and use informal expressions to say good-bye.



1



2



3

Before you begin . . .

How good are you at managing your life? Are you good at . . .

- organizing your social life?
- dealing with problems at work or school?
- keeping your house neat and organized?



Lesson A Making plans

Hello?

Oh, hi, Brandon. How are you?

Good, really good. . . . No, it's OK. I'm on my way home.

What am I doing tomorrow night? Actually, I don't think I'm doing anything. . . .

Oh, wait. Tomorrow's Tuesday. I have my aerobics class. That starts at 7:00, and then I'm meeting Anna afterwards. We're going to have dinner together. But, yeah, I'd love to catch up with you. How about Wednesday night?

Huh. So you're going to be out of town for a couple of days, . . . but you'll be back Friday, right? So what about Friday?

Uh-oh. I just remembered. My boss is going to have us all work late Friday. She mentioned it last week. We have this big deadline.

Yeah, yeah. We won't be finished on time. It's a long story. Uh, I'll tell you about it sometime.

Tonight? Actually, I'm not doing anything!

That's a fabulous idea. I'll just stop by my apartment to change clothes, and then I'll come right over to meet you. I can get there by 7:30. And I'll call for a reservation.

Great. So, see you in about an hour. Bye.



1 Getting started

A Listen. Stacy is talking to her friend Brandon. When do they decide to meet? Can you guess what they're going to do?

Figure it out

B How would Stacy say these things to Brandon? Use the conversation above, and choose the best verb forms.

1. "Anna and I **will / are going to** have dinner tomorrow night."
2. "My guess is that **we're not meeting / we won't meet** our deadline on Friday."
3. "I'm **not doing / I won't do** anything tonight. So let's get together."

2 Grammar Talking about the future

Use *will* when you decide to do something as you are speaking.

I'll just stop by my apartment to change clothes, and then I'll come right over to meet you.

Use *will* or *going to* for factual information or predictions based on what you know.

You're **going to be** out of town, but you'll be back Friday?
My boss **is going to** make us work late Friday.
Our project **won't** be finished on time.

Use the present continuous or *going to* (not *will*) for decisions you've made and fixed plans.

I'm meeting Anna after my aerobics class.
We're **going to** have dinner together.
I'm **not doing** anything tonight.

Use the simple present for schedules. I have my aerobics class tomorrow. It **starts** at 7:00.

Complete the conversations with appropriate ways to talk about the future, using the words given. There are two possible answers in many cases. Practice with a partner.

- A I _____ (have) a little party at my place Friday night. Can you come?
B Actually, I _____ (go) to the basketball game. It _____ (start) at 8:00.
So I don't think it _____ (be) over until after 9:00. Is that too late?
A Not at all. My guess is that most people _____ (not arrive) until 9:00 or 9:30.
B Great. So I _____ (come) over right after the game.
- A What _____ (you / do) tomorrow night?
B Well, I _____ (go) shopping for some shoes. But I'm free after that.
A When _____ you _____ (be) finished? Do you know?
B By 8:00. Then we can meet at the coffee shop.
- A _____ (you / go out) for lunch?
B Well, I _____ (go) to the bank, but I'm not sure about lunch. How about you?
A I don't know. I think I _____ (have) lunch outside somewhere.
Do you want to come with me? It _____ (be) nice to sit in the sun.
B OK. I _____ (finish) this e-mail, and then I _____ (be) ready to go.

3 Listening and speaking I hope you can come.


A Listen to these people responding to invitations. Complete the chart. Which event sounds the most interesting?

	Martin	Julia	Rachel
What's the invitation for?	a concert		
When is it?	Monday at 7:00 p.m.		
What are his / her plans then?			
What does he / she decide to do?			

B Pair work Role-play a situation like the ones above. Student A: Invite your partner to do something on a specific day. Student B: Tell your partner your plans for that day, and make a decision about what to do.

Lesson B Problems and solutions

1 Building vocabulary and grammar

A  Read the life coach's Web page. Complete the expressions with the correct form of *do* or *make*. Then listen and check your answers.

Ask the Life Coach

Ask the Life Coach

**Do you have a personal problem that you'd rather not discuss with friends or family?
Get some confidential advice from our online life coach.**

Q1 Sometimes I think I ought to do some **volunteer work** in a school or a hospital, but I'm too busy just trying to make a living. I have very little free time, so I think I'd better not add anything to my schedule right now. Am I right?
Don't make excuses. You don't have to spend all your free time doing volunteer work - three hours a week is enough. do some research and find an organization where you feel you can make a difference and do some good for other people.

Q2 My boss is a bully. He yells at me if I make a mistake, and he has fun of me in front of my co-workers. I've tried talking to him, but it doesn't do any good. He won't listen. I guess I'm going to have to do something about this problem, but what?
It doesn't make any sense to ignore this problem, and you'd better do something quickly before it gets worse. make an appointment with your Human Resources representative. You might want to take a colleague with you, too.

Q3 I'm meeting my girlfriend's parents for the first time next weekend. They've invited me for dinner. I'm going to do my best to make a good impression on them, but I'm really nervous. Any advice?
do an effort to dress nicely, and make sure you take them a small gift, such as flowers or chocolates. do some nice comments about their home, the food, etc., but don't overdo it. You ought to let them do the talking at first. The most important thing, however, is just to be yourself.

Q4 My boss recently offered me a promotion. I've made a lot of thinking about it, but I can't make up my mind if I should take it. Sometimes I think I'd rather stay in my current job. I've got to decide by next week. What should I do?
make a list of the pros and cons of each job, and give each one a score from 1 to 5 (5 = the best). Then do the math - add up the points for each list, and subtract the con totals from the pro totals. Which job has the highest score? Does that help you make a decision?

B Pair work Do you agree with the life coach's answers? What advice can you add?

**Word
sort**

C Make word webs for *do* and *make*. Add other expressions you know. Then compare with a partner.

**Figure
it out**

D Find expressions on the Web page with the same meaning as the underlined words below.

1. I should do some volunteer work.
2. I'd prefer to stay in the same job.
3. I have to make a decision soon.
4. You really should do something quickly.

2 Grammar What's advisable / necessary / preferable

- What's advisable** You'd better do something quickly. ('d = had)
 I'd better not add anything to my schedule.
 I ought to do some volunteer work.
 You ought to let them do the talking.
 You might want to take a colleague with you.
- What's necessary** I'm going to have to do something about it.
 I've got to decide by next week. ('ve = have)
 You don't have to spend time on this.
- What's preferable** I'd rather (not) stay in my current job. ('d = would)

In conversation ...

Should is more common than *ought to* or *had better*.

- should**
ought to
had better

About you

Pair work Complete the conversations with problems and solutions. Then practice.


- A I ought to _____ tonight, but I'd rather _____ .
 B You know, I think you'd better _____ because _____ .
- A I've got to make up my mind if I want to _____ .
 B That's a hard decision to make. You might want to _____ .
- A I ought to make an effort to _____ every day, but it takes so much time.
 B Well, you don't have to _____ , but you ought to _____ .
- A I have a friend who makes fun of me all the time, but I'd rather not _____ .
 B It won't do any good to wait. I think you're going to have to _____ .

A I ought to study for our English test tonight, but I'd rather go to a movie.

B You know, I think you'd better study because that test is very important.

3 Speaking naturally Reduction of verbs

- You might **want to** try a new instructor. (= **wanna**) You **ought to** take more lessons. (= **oughta**)
 You'd **better** study the driver's manual. (= **you better**) You've **got to** pay attention! (= **gotta**)
 You're **going to have to** practice more. (= **gonna hafta**)

 Listen and repeat the sentences above. Notice the reduction of the verbs. Can you guess who this advice is for? Can you think of other advice?

4 Talk about it What's your advice?

Group work Who has to do any of these things soon? Discuss each one and offer advice.

- ▶ make a big decision
- ▶ make an appointment to see someone
- ▶ make an excuse to a friend
- ▶ do some thinking about your future
- ▶ make a good impression on someone
- ▶ do something about a problem at work or school
- ▶ do some good for the community
- ▶ get a job and make a living for yourself

5 Vocabulary notebook Do your best!

See page 62 for a useful way to log and learn vocabulary.



Lesson C I've got to get going.

1 Conversation strategy Ending phone conversations

A How do you end phone conversations in your language? Do you use expressions like these?

I'd better go. I've got to run. Talk to you later. Bye now.



Now listen. Why can't Ling talk longer on the phone?



ASSERTIVENESS
SEMINAR

4TH FLOOR



Ramon Hi, Ling. It's Ramon. Is this a good time to talk?

Ling Um, not really. I'm late for a seminar. I'm going to have to run.

Ramon Oh, OK. I just wanted to ask about this weekend.

Ling Well, can I call you back tonight? I've got to get going.

Ramon OK. I'll be home after 8:00. I'm going to the gym after work.

Ling Oh, good. I'll call you later. I'd better go now.

Ramon Yeah. So, think about what you want to do on Saturday.

Ling Yeah, I will. Listen, Ramon, I've really got to go. I'm already late.

Ramon All right. I'll let you go. By the way, what's your seminar about?

Ling Being assertive. Bye now!

Ramon Oh, OK! Talk to you later.

Notice how Ling tries to end the phone conversation with expressions like these. Find examples in the conversation.

I'd better go.

I've got to get going.

I'm going to have to run.

Can I call you back?

I'll call you later.

I've really got to go.

B Pair work Role-play phone conversations. Student A: Call your partner about one of these topics, and try to keep the conversation going. Student B: Try to end the conversation, using the expressions above. Then change roles.

- plans for the weekend
- how your week is going
- something you're looking forward to

- something you want to borrow
- some exciting news
- something you're busy with

2 Strategy plus "Friendly" good-byes

In friendly or informal phone conversations, you can use short expressions like these to say good-bye. The words in parentheses are usually dropped.

(I'll) *Talk to you later.*

(I'll) *Catch you later.*

(I'll) *See you later.*

I've got to go. / I've Got to go.

I'd better go.

(It was) Nice talking to you.

Talk to you later.



In conversation ...

The shorter forms of these expressions are more common.



See you later.



I'll / We'll see you later.



Talk to you later.



I'll / We'll talk to you later.

Write the shorter forms of the underlined expressions to make these conversations more informal. Then practice the conversations with a partner.

- A Hi, it's me. Are you coming on Saturday?
 B Yeah. I'll be there. Can't wait.
 A All right. I'll see you Saturday.
- A Anyway, I'm at work, so I'd better go.
 B OK. I'll talk to you later.
 A Yeah. I've got to go. I'll see you.
- A OK, well, I'd better let you go.
 B Yeah. It was good talking to you.
 A Yeah. Take care. Bye.
- A Listen, my bus is coming. I'll catch you later.
 B Yeah. I've got to go anyway.
 A I'll see you tomorrow. Bye.



3 Talk about it Phone habits

Group work Discuss the questions. What kind of phone habits do you have?

- ▶ Do you usually answer the phone, or do you let the answering machine take a message?
- ▶ How often do you check your phone messages? Do you call people back right away?
- ▶ Do you have caller ID? Do you check who's calling before you answer the phone?
- ▶ Do you ever make up an excuse to end a phone conversation?
- ▶ Do you mind if people talk on the phone when you're with them?
- ▶ Do you ever talk on the phone when you're with other people?
- ▶ Do you turn off your cell phone when you're in a movie theater?
 What about in class? at a friend's house? at work?
- ▶ How many phone numbers do you have in your cell phone's memory?

Lesson D *Cluttered lives*

1 Reading

A Brainstorm! What does the word *clutter* make you think of? Make a word web. Then tell the class one of your words and why you chose it.



"I chose the expression pack rat because I am one! I keep everything."

B Read the article. Have you ever used any of these ideas for getting rid of clutter?

GETTING RID OF CLUTTER

We all live with some clutter, but getting rid of it can change your life. You'll feel more in control, you'll waste less time looking for things, and you'll be able to make room for new things in your life. But where do you start? Try this idea.

THE FOUR-BOX METHOD

Decide on an area you want to clean up. Then get three boxes and a large trash can. Label the boxes "Put Away," "Give Away / Sell," and "Store." The trash can is for the things you decide to throw away.

Take the four containers to the cleanup area. Pick up each piece of clutter, and ask yourself, "Do I want to put this away where I usually keep it, donate it or sell it, store it, or put it in the trash can?" Do not put the item down until you have made a decision!

When you have sorted all the clutter, empty the three boxes. Put back the items in the Put Away box where they usually go. Load the Give Away / Sell box in your car so you can drop it off at a friend's house or a charity donation center. List the contents of the Store box, and put it in your storage area. Finally, empty the trash can. As long as you do it immediately, you won't be able to change your mind!

YOUR CLUTTER QUESTIONS ANSWERED

Q: I have an old personal CD player that I don't use, but I can't bear to throw it out.

A: Unless it's a collector's item or a museum piece, it's just taking up space. Let's face it — you're never going to use it, and it shows your age! Give it away or junk it.

Q: What should I do with all my boxes of old photos? They take up so much space.

A: You probably never look at them, either! Here's what you ought to do. Sort them into three piles. Put the fabulous shots into photo albums, and display them on your coffee table. Put the blurred, torn, and unrecognizable ones in the trash. Send the rest to friends and relatives.

Q: I have hundreds of books that I've saved through the years. How can I part with them?

A: Unless the books are favorites that you want to read again someday, they're junk. Take them to a used bookstore, and make yourself a bit of money. After all, one person's trash is another person's treasure!

Q: I inherited a lot of costume jewelry from my great-grandmother. What should I do with it?

A: Wear it! Or pass it on to your kids to use for playing dress-up. They'll love it.

C Find the words and expressions in the article. Match them with the definitions.

- | | |
|-----------------------|---|
| 1. get rid of ____ | a. give (something) away to a person or an organization that can use it |
| 2. make room for ____ | b. make space for |
| 3. put away ____ | c. put (something) in a special place for a long period of time |
| 4. store ____ | d. return (something) to the place where you usually keep it |
| 5. donate ____ | e. remove (something) by giving it away or throwing it away |

D Read the article again. Answer the questions. Then discuss your ideas with a partner.

1. According to the article, what are three advantages of getting rid of clutter?
2. What are four basic things the article suggests people can do with clutter?
3. What does the article say you should do with an old personal CD player?
a fabulous photo? costume jewelry?
4. What is the meaning of the saying "one person's trash is another person's treasure"? Do you agree?

2 Listening and writing What should I do with these?

A You don't want these things anymore. What can you do with them? Make a class list.



B Listen to three people talk about the things above. Check (✓) what they do.

- | | | |
|---|---|--|
| 1 <input type="checkbox"/> Give them to friends.
<input type="checkbox"/> Dye them a new color.
<input type="checkbox"/> Make something with them. | 2 <input type="checkbox"/> Give them to a school.
<input type="checkbox"/> Sell them at a yard sale.
<input type="checkbox"/> Sell them on the Internet. | 3 <input type="checkbox"/> Recycle them.
<input type="checkbox"/> Give them to the library.
<input type="checkbox"/> Give them to a neighbor. |
|---|---|--|

C Write a question about a clutter problem you have. Then exchange papers and answer your classmate's question. Give advice. Be creative.

My parents have kept every birthday card I've ever received in a huge box! Now I'm moving into my own apartment, and I don't want to take them with me. But I hate to get rid of them. Any ideas?



Birthday cards

Most people throw away old birthday cards unless they are from someone special. But you can do some fun things with them. For example, you can make new cards with pictures from the old birthday cards. That way you can recycle the old cards and use them for someone else's birthday – as long as you don't send a card to the original sender!

Help note

Linking ideas with as long as, provided that, and unless

- **As long as** and **provided that** mean "if" or "only if."
It's easy to recycle gifts **as long as** you remember who gave you which gift!
- **Unless** means "except if" or "if . . . not."
Throw it away **unless** it's from someone special.

3 Free talk Who's going to do what?

See **Free talk 6** for more speaking practice.



Unit 7

Relationships

In Unit 7, you learn how to . . .

- make sentences with subject and object relative clauses.
- use phrasal verbs like *grow up*, *get along*, and *break up*.
- talk about friendships, dating, and other relationships.
- soften comments with expressions like *I think*, *probably*, *kind of*, and *in a way*.
- use *though* to give a contrasting idea.



Before you begin . . .

How many different relationships do you have with other people? Are you a family member, a friend, a teacher, a student, a co-worker? Which relationship do you enjoy most?



Christopher Owen talks about his circle of friends.

1 My running buddy . . .



"Well, Mike is the guy I run with in the morning. He's the one who got me started running when I was in college. It's convenient because he lives right down the street."

2 My most exciting friend . . .



"Jennifer is another friend from college. Jen plays in a rock band that's really hot right now, so her life is very different from mine. She still calls a lot to talk about all the things she's doing. That's kind of fun."

3 My roommate . . .



"Toshiro is a guy that Jen introduced me to. He was looking for an apartment to share. It's great because he's a 'clean freak.' I've never lived in a place that's so clean."

6 My oldest friend . . .



"Charlie is someone I grew up with. We've been through a lot together. I can tell him just about anything. He's just someone I can totally trust."



5 A new friend . . .



"Then there's Angela. She's a new friend I met through Mike. She's cool. She's the kind of person you can just call and say, 'You want to go see a movie tonight?' That kind of thing."

4 A friend from work . . .



"Nina is an interesting woman who sits across from me at work. She used to have a company that planned weddings for people. She has some funny stories to tell."

1 *Getting started*

A Listen and read the article. How did Christopher meet his friends?

Figure it out

B How does Christopher express these ideas? Underline the sentences in the article.

1. Jen plays in a rock band. It's really hot right now.
2. Nina is an interesting woman. She sits across from me at work.
3. Angela is a new friend. I met her through Mike.

2 Grammar Relative clauses

Relative clauses give information about who or what you are talking about. The relative pronouns **who** and **that** refer to people and **that** and **which** to things.

In conversation ...

Subject relative clauses

Nina is a woman **who / that** sits across from me.

↑
subject
↓

Nina had a company **that / which** planned weddings.

Object relative clauses

Charlie is someone **I can trust**.

(I can trust Charlie.)

Charlie is someone **who / that** I can trust.

↑
object
↓

Jen talks about the things **she's doing**.

(Jen's doing things.)

Jen talks about the things **that she's doing**.

In subject relative clauses:

- **Who** is more common than **that** for people.
- **That** is more common than **which** for things.

In object relative clauses:

- People often leave out **who** and **that**, especially before pronouns.
- **Which** is not frequent.

A Combine each pair of sentences. Use relative clauses. More than one answer may be possible.

1. I have a friend. She calls me a lot to talk about her problems.

I have a friend who calls me a lot to talk about her problems. (I have a friend that ...)

2. I made some new friends at a club. It organizes hiking trips and things like that.

3. My best friend has a guitar. She bought it from a rock star.

4. I know someone. He has a big party once a year for all his friends.

5. I have a really interesting friend. I met her at my health club.

6. I found this cool Web site. It helps you find your old school friends.

About you

B Pair work Change the information above. Make true sentences. Tell a partner.

"I have a friend who calls me a lot to talk about his roommate." "Really? Are they having problems?"

3 Talk about it Who's in your circle of friends?

Group work Discuss the questions. Do you want to meet any of your classmates' friends?

- ▶ Who's your closest friend? How did you meet?
- ▶ Do you have any friends that you met through other friends?
- ▶ Do you keep in touch with any of the friends you grew up with?
- ▶ Do you have any friends who have exciting lives? Explain why.
- ▶ Do you have friends you chat with online? Where do they live?
- ▶ Do you have any friends who are very different from you? How are they different?

Lesson B Dating

1 Building vocabulary and grammar

A Put the story in the correct order. Number the parts from 1 to 6. Then listen and check your answers.

High School Sweethearts

☐ He discovered that Anna was a member. He wrote her an e-mail, and she **wrote back** right away. It **turned out** that Anna was still single and was looking for him, too! They made plans to meet at a restaurant in her city.

☐ Steve and Anna **grew up** in a small town called Greenville. In high school, they **hung out** with the same crowd. They **got along** very well, and they started **going out** together. Anna was Steve's first love, and he was her first love, too.

☐ When Steve was 35, he was ready to **settle down** with someone, but no one seemed right. He still thought about Anna. Then he heard about a Web site that helps people find old classmates. He **signed up** immediately.



Anna and Steve at their high school prom

☐ But the long-distance relationship didn't **work out**, and they decided to **break up**. A year later, Anna's family **moved away** from Greenville, and Steve lost touch with her.

☐ When they saw each other, all the old memories **came back**, and they started **going out** again. Within a few months, they were married, and they are now living "happily ever after." Sometimes your first love **turns out** to be the best.

☐ After they graduated, Anna **went away** to college, while Steve attended a college nearby. They would get together about once a month, when Anna **flew back** home to visit her parents.



A recent photo of the happy couple

Figure it out

B Which verbs in the story mean the same as the underlined expressions below?

1. Steve and Anna spent their childhood in the same town.
2. Steve and Anna started dating.
3. Anna went to college in a different city.
4. Steve and Anna decided to stop dating.

Word sort

C Complete the chart with two-part verbs from the story. Can you use four of the verbs to retell Steve and Anna's story?

along	away	back	down	up	out
		write back			

2 Grammar Phrasal verbs

A **phrasal verb** is a verb plus a particle like **along, away, back, out, up, etc.**

Steve and Anna **grew up** in the same town.

They **got along** well and started **going out** together.

Anna **went away** to college.

She **flew back** home once a month.

Things didn't **work out**, so they decided to **break up**.

Notice:

Steve and Anna **got along** well.

Steve **got along with** Anna.

Anna **got along with** Steve.

Steve and Anna **went out** together.

Steve **went out with** Anna.

Anna **went out with** Steve.

A Read these opinions about relationships. Complete the sentences with the phrasal verbs below.

break up get along go back ✓go out settle down sign up work out

1. It's more fun to go out with someone you know than to go on a "blind date."
2. If you don't _____ well with your boyfriend's or girlfriend's family, your relationship won't _____.
3. It's good to date a lot of different people before you _____ with one person.
4. After you _____ with someone, you should try and stay friends.
5. You should never _____ to someone you've broken up with.
6. If you want to meet someone, it's a good idea to _____ for a class.

About you → **B Pair work** Discuss the opinions above. Do you agree?

3 Speaking naturally Stress in phrasal verbs

Are you going out with anyone?

How are you getting along?

A Listen and repeat the questions above. Notice that the particle is stressed more than the verb.

About you → **B Group work** Ask and answer the questions. How many different opinions do you have?

1. Do you think it's OK to go out with more than one person at the same time?
2. What should you do if you're not getting along with your boyfriend or girlfriend?
3. Do you think long-distance relationships can work out?
4. Is it OK to go out with someone who is a lot older or younger than you?
5. What's a good age to settle down?
6. What's the best way to break up with someone?

4 Vocabulary notebook Matching up

See page 74 for a new way to log and learn vocabulary.



1 Conversation strategy Softening comments

A Which comment in each pair sounds "softer"?

1. a. It's weird.

b. It's kind of weird.

2. a. They sort of ignore me.

b. They ignore me.

3. a. They're shy.

b. Maybe they're a little shy.



Now listen. What does Maria think about her new neighbors?



Maria That's the couple that moved in next door.

Chen Yeah? They seem pretty friendly.

Maria Yeah. It's kind of weird, though.

Sometimes they say hello, and other times they sort of ignore me.

Chen Maybe they're just a little shy.

Maria Oh, I think they're probably just busy or stressed out.

Chen Yeah. Well, who isn't these days?

Maria Actually, the woman is a bit more friendly. I've spoken to her a few times. We only talked about the weather, though.

Chen That's how most of the people are in my building. I guess that's OK in a way. I don't like to get too friendly with the neighbors.

Maria Yeah, me either.

Notice how Maria and Chen use these expressions to "soften" their comments. Find examples in the conversation.

I guess / I think
probably / maybe
kind of / sort of

a little / a (little) bit
just
in a way

B Add the expressions in parentheses to these comments to make them softer. Compare with a partner.

- My neighbors are unfriendly. (a little bit) They think they're better than everybody else. (maybe)
- The people next door go to bed early. (kind of) They get annoyed when I have parties. (sort of)
- The people across the street are always looking out of their window. They seem nosy. (a little)
They don't have anything better to do. (I guess)
- The guy above me plays the drums too loud. (a bit) It gets noisy. (kind of)
- One of my neighbors is always coming over. It's irritating. (in a way) She's lonely. (I think / probably / just)



C Pair work Do you know anyone like the people above? Tell your partner about your neighbors or someone else you know. Can you "soften" your comments?

"My neighbors are nice, but their kids are a bit noisy."

2 Strategy plus though

You can use **though** to give a contrasting idea.

They seem pretty friendly.



It's kind of weird, though. Sometimes they sort of ignore me.

A Match each comment with a response that gives a contrasting idea. Then practice with a partner.

In conversation...

Though is one of the top 200 words.

- | | |
|--|--|
| 1. I always think it's nice to socialize with the people you work with. ____ | a. It's good to spend some time at home, though. |
| 2. I find I go out with friends almost every night. ____ | b. You shouldn't forget about your old friends, though. |
| 3. I try not to get too friendly with my neighbors. ____ | c. It's not a good idea to date someone from work, though. |
| 4. I enjoy making new friends all the time. ____ | d. It's important to get along with them, though. |
| 5. I spend most of my free time at home by myself. ____ | e. It's not good to spend too much time alone, though. |

About you

B Pair work Are the comments above true for you? Do you agree with the responses?

3 Listening and speaking People I look forward to seeing

A Listen to Matthew talk about the three people below. What contrasting information does he give about each person? Complete the sentences.

- 1** The woman in the coffee shop gets stressed out. She's very _____, though.



- 2** My Web-design teacher is really nice. He's kind of _____, though.



- 3** My yoga instructor is incredibly easygoing. He can be a bit _____, though.



B Listen again. Why does Matthew look forward to seeing each person? Write a reason under each picture.

About you

C Pair work Tell a partner about three people you enjoy seeing. Answer your partner's questions about them.

1 Reading

A Have you lost touch with anyone from your past? Who are they? What do you remember about them? Tell the class.

B Read the article. What does this Web site do?

Web site chaperones' classmate reunions

By Jefferson Graham, USA TODAY

When Ray Sears stumbled onto² the Classmates.com Web site, which promises to reunite old friends, he found a listing for his old seventh-grade girlfriend Gina, paid the membership fee so he could reconnect, and asked if she remembered him. "How could I forget my first love?" she replied.

Fast-forward to today, where the newly married Gina Sears is expected to give birth in August to Ray and Gina's first child.

"This is the promise of the Internet," says Sears, 32, a security supervisor at a Los Angeles-area shopping mall. "A simple way for the regular Joes³ to find people from their past. It's a really neat way of getting back in touch."

Others apparently agree. The number of visitors to Classmates tripled in 2002, making it one of the most popular sites on the Web. It attracts 15 million visitors a month, and ranks No. 20 on Jupiter Media Metrix's list of top-traffic Web sites.

Making connections has been one of the most popular uses of the Internet, whether by e-mail, bulletin board, or instant messaging. But Classmates.com, like many online dating sites, has figured out a way to make people's need to connect pay off.

Classmates is a rare dot-com success story, a profitable company with two million paying subscribers who happily fork over⁴ \$36 a year (just increased from \$30) to reach out to former classmates, military colleagues, even original birth parents.

How Classmates works: You go to the Web site and fill out forms with your schools, years attended, and other information. Then check the database - 180,000 U.S. schools and 38,000 military units - to see if old pals have also registered. You can see their names, but if you want to make contact, you must first become a paying member. The contacts are made through Classmates' private e-mail system - personal information isn't listed on the site.

Beyond listing schools, the military, and working the reunion markets, Classmates plans to launch a workplace version in the coming months to attract former co-workers who have since lost touch. The site also is looking to add an instant-messaging system so visitors can chat while they're on the site.



- 1 *chaperones* supervises
 2 *stumbled onto* found by accident
 3 *regular Joes* ordinary people
 4 *fork over* pay

C Read the article again. Are the sentences true or false? Correct the false sentences.

- Gina didn't remember Ray Sears when he contacted her.
- Gina and Ray are now married and starting a family.
- Classmates.com helps you find old school friends.
- You can contact your old friends for free.
- The Web site doesn't give out your address and telephone number.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

2 Speaking and listening *Getting back in touch*

About
you

A Pair work How do friends lose touch with each other? Add ideas to the list.
Have you ever lost touch with a friend? Tell your partner how it happened.

Friends lose touch when one of them . . .

- moves away. ■ gets interested in different things. ■ _____
- gets married. ■ gets too busy with school or work. ■ _____

B Listen to Javier talk about his friends. Does he want to get back in touch with them? Check (✓) the correct boxes.

	Yes	No	Don't know	Why did he lose touch?
1. his college friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. his running buddy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. his old girlfriend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

C Listen again. Why did Javier lose touch with his friends? Complete the rest of the chart.

3 Writing *Your circle of friends*

A Choose three friends. Write an article about them like the one on page 66.
Include photos if you can.

Think about . . .


- how you met and why you became friends. ■ what you have in common.
- what your friends are like. ■ what you do together.

Document 1

My circle of friends

My best friend from high school

Ronaldo is a friend I met on my first day of high school. We sat next to each other in art class. Neither of us was very good at art, but we had a good time together in class. He's very easygoing. He's the kind of guy who gets along with everyone. We're both science-fiction fans, so we spend a lot of time at the movies.



Help note

Both and neither

We're **both** science-fiction fans.

Both of us are science-fiction fans.

We **both** like going to the movies.

Both of us like going to the movies.

Neither of us was very good at art.

B Pair work Exchange articles with a partner. Ask questions about your partner's friends.

4 Free talk *What's important?*

See **Free talk 7** at the back of the book for more speaking practice.



What if?

In Unit 8, you learn how to . . .

- talk about imaginary situations or events in the present and future.
- talk about how you wish your life were different and why.
- discuss how to deal with everyday dilemmas.
- give advice using expressions like *If I were you . . .* and *You could . . .*
- use *That would be . . .* to comment on a possibility or a suggestion.



Before you begin . . .

What are your priorities in life? Rank these things in order from 1 (most important) to 6 (least important).

- | | | |
|----------------------------------|---------------------------------|--|
| <input type="checkbox"/> family | <input type="checkbox"/> career | <input type="checkbox"/> physical appearance |
| <input type="checkbox"/> friends | <input type="checkbox"/> wealth | <input type="checkbox"/> happiness |

What other things matter to you?



How do you wish your LIFE were DIFFERENT?



“I just wish I weren't so busy with my work. I have to work most weekends, so I never have enough time to do anything fun. If I had more free time, I'd go kayaking every weekend.”
– Berta Palmas, Monterrey



“We just got married, and we're renting a tiny little apartment. It would be great if we could afford a bigger place to live. We don't have enough room for all our stuff.”
– Min Sup and Jin Eun Cho, Seoul



“Well, I never get to go away on holiday. I just don't have enough money. So, I wish I had enough money to go somewhere exciting. Yeah, if I could choose anywhere, I'd probably go to Egypt to see the pyramids. That would be great!”
– Bryan Gibson, Melbourne



“I wish I didn't live so far away from my family. My sister just had a baby – a little boy – and I never get to see him. I really miss everyone. If I lived closer, I'd be able to help out.”
– Irene Chang, Taipei

1 Getting started

A Listen to the people talk about their wishes. What do they want?

Figure it out

B Are these sentences true or false? Find sentences above to support your answers.

1. Berta wants to go kayaking more often.
2. Min Sup and Jin Eun have enough money for a bigger place.
3. Bryan is going to Egypt this year.
4. Irene lives close to her sister.

2 Grammar Wishes and imaginary situations or events

Wishes for the present or future:

wish + past form of verb

I wish I **had** more free time.

(I **don't have** enough free time, → so I **don't go** kayaking.)

I wish I **weren't** so busy with my work.

(I'm very busy with my work, → so I **can't go away** on the weekends.)

We wish we **could afford** to move.

(We **can't afford** to move, → so we **live** in this tiny place.)

She wishes she **didn't live** so far away.

(She **lives** very far away, → so she **isn't able to help out**.)

Imaginary situations or events in the present or future:

If + past form of verb ... would (could) + verb

If I **had** more free time, I'd / I **would go** kayaking.

If I **were** less busy, I **could go away** on the weekends.

If we **could afford** to move, we **wouldn't live** in this tiny place.

If she **lived** closer, she'd / she **would be able to help out**.

A Complete the sentences with the appropriate form of the verbs given, as in the example.

- I wish I had (have) more money. If I earned (earn) more, I could have (can have) my own apartment, and I wouldn't have to (not have to) live with my parents.
- I wish I _____ (not have to) commute three hours a day.
If I _____ (can find) a job closer to home, then I _____ (not waste) so much time on the train.
- I wish I _____ (can finish) my degree this year.
If I _____ (have) a degree, then I _____ (can get) a job, and I _____ (be able to) pay off my student loans.
- I wish I _____ (can do) something more exciting with my life.
If I _____ (have) the chance, I _____ (work) in another country or something like that.

In conversation ...

People say *I wish I was ...* and *If I was ...* more frequently than *I wish I were ...* and *If I were ...*, but this is not considered correct in written English.



I wish I was ...



I wish I were ...

About you

B Pair work Discuss the sentences above. Do you have any of these wishes?

"Well, I definitely wish I had more money. But I wouldn't look for my own apartment. I'd ..."

3 Listening and speaking A wish for today

A Listen. What wishes do these people have for today? Number the topics they talk about.

☐

social life

☐

the weather

☐

family

☐

work

B Listen again. Why do they wish for these things? Write a reason under each topic.

About you

C Group work What's your wish for today? Tell the group. Do you have similar wishes?

Lesson B Life's little dilemmas

1 Building vocabulary and grammar

About
you

A Listen and take the quiz. Circle your answers. Then compare with a partner.

What would you do?

1. What would you do if a friend broke your mother's favorite teapot? Would you ...

- let your friend buy a new one?
- tell your friend not to **worry about** it and **buy** a new teapot for your mom?



2. What would you do if you **borrowed** a camera **from** a friend and broke it? Would you ...

- simply **apologize for** breaking it?
- take it to a store and **pay for** the repairs?



3. How would you react if a friend started dating someone you used to go out with? Would you ...

- talk to** your friend **about** your feelings?
- feel hurt but say nothing **to** either of them?



4. What would you do if a friend came for dinner and brought an expensive box of chocolates? Would you ...

- thank** your friend **for** the gift and not open it?
- share** the chocolates **with** your friend after dinner?



5. What would you say if a friend asked you **for** a loan to buy an MP3 player? Would you say ...?

- "Sorry, I never **lend** money **to** anyone."
- "I'll **think about** it and let you know."



6. What would you do if a friend borrowed a favorite CD and forgot to return it? Would you ...

- remind** your friend **about** it several times?
- forget about** it and buy yourself a new one?



Word
sort

B Pair work Find the prepositions that go with the expressions below. Then take turns using each expression in a true sentence.

- | | |
|------------------------------------|------------------------------------|
| 1. worry <u>about</u> something | 8. apologize _____ doing something |
| 2. talk to someone _____ something | 9. thank someone _____ something |
| 3. think _____ something | 10. ask someone _____ something |
| 4. remind someone _____ something | 11. borrow something _____ someone |
| 5. forget _____ something | 12. say something _____ someone |
| 6. buy something _____ someone | 13. lend something _____ someone |
| 7. pay _____ something | 14. share something _____ someone |

"Sometimes I worry about money."

Figure
it out

C Can you make questions about imaginary situations? Circle the correct words. Then ask and answer the questions with a partner.

- What would you do / **did you do** if your friend would **forget** / **forgot** your birthday?
- How **did you** react / would you react if a friend told / would tell your secret to everyone?

2 Speaking naturally Intonation in long questions

How would you react if a friend started dating someone you used to go out with?

What would you do if a friend came for dinner and brought an expensive box of chocolates?

A Listen and repeat each part of the long questions above. Notice how the intonation falls and then rises in the first and second parts of the questions, and then falls at the end.

About you

B Pair work Find a new partner, and take the quiz on page 78 again. Take turns asking the questions, paying attention to the intonation of the long questions.

3 Grammar Asking about imaginary situations or events

What would you do if you broke a friend's camera?

Would you pay for a new one?

I'd apologize for breaking it.

Yes, I would. / No, I wouldn't.

I'd pay for the repairs.

I wouldn't say anything about it.

A Make questions with *would* using the ideas below. Compare with a partner.

- you find a wallet on the sidewalk outside a school / leave it there
What would you do if you found a wallet on the sidewalk outside a school? Would you leave it there?
- you hear a scream in the street at night / go outside to see what happened

- a salesperson forgets to charge you for something / tell him or her about it

- you damage a car in a parking lot / leave a note with your name and number

- you are half an hour late meeting a friend for dinner / expect him or her to wait for you

- you break something in a store / offer to pay for it

About you

B Pair work Take turns asking the questions above. Discuss your answers. Do you agree?

A What would you do if you saw a wallet on the sidewalk outside a school? Would you leave it there?

B Um, no. I think I'd probably take it to the school office. What would you do?



4 Vocabulary notebook Imagine that!

See page 84 for a new way to log and learn vocabulary.



1 Conversation strategy Giving advice

A What advice would you give in this situation? Complete the reply.

A I got into two grad schools. I got a scholarship at one school, but I think the other one is better.

B Well, if I were you, I'd _____.



Now listen. What advice does Nicole give Carlos about grad school?



Nicole Hey, I hear you got accepted to grad school.

Carlos Yeah. I got into MSU and Bracken Tech.

Nicole Congratulations! So, where are you going to go?

Carlos I don't know. I got a full scholarship to Bracken Tech, but I think MSU has a better engineering department.

Nicole Well, if I were you, I'd take the scholarship. Then you wouldn't have to borrow any money.

Carlos Yeah, that would be great. But it's a tough decision.

Nicole Well, Bracken Tech's a good school. I mean, you might want to go there and meet some of the professors.

Carlos That'd be good. But then, everybody I know is going to MSU.

Nicole Oh, I wouldn't worry about that. You can make new friends. And anyway, I might go to Bracken next year, you know, if I get accepted.

Carlos Really? That would be awesome!

Notice how Nicole gives advice to Carlos. She uses expressions like these. Find examples in the conversation.

If I were you, I'd . . .

I would / I'd . . .

I wouldn't . . .

You might want to . . .

You could . . .

B Think of some advice for each problem below. Compare ideas with a partner.

1. "One of my co-workers just got a promotion, but my boss didn't give me one."
2. "I wish I weren't majoring in history, because I really don't like it very much."
3. "My boss wants me to transfer to another city, but I'm not sure I want to go."
4. "I really don't know what to do when I graduate from college."
5. "My aunt gave me this sweater for a gift, but it's not my style. I'll never wear it."

"If I were you, I'd meet with your boss and . . ."

C Pair work Role-play two of the problems above. Take turns giving advice.

A My boss wants me to transfer to another city, but I'm not sure I want to go.

B Yeah, that's a difficult decision. You might want to . . .

2 Strategy plus That would be . . .

You can use
That would be . . . to
comment on
a possibility or
a suggestion.

*You might want to go
there and meet some
of the professors.*

*I might go to Bracken
next year.*



That'd be good.

*Really? That would
be awesome!*

A Complete the conversations. Then practice with a partner.

- A If you could do something really different, what would you do?
B Well, I'd really like to go on an archaeological dig in Mexico.
A Really? Wow! That would be _____!
- A If you could have any job, what would you do?
B Something creative. I'd like to be a writer or a musician or something.
A Yeah. That'd be _____.
- A If you could go anywhere on vacation, where would you go?
B That's easy. I'd go on a safari in Africa.
A Oh, that would be _____.
- A Would you ever like to get a PhD in something?
B Yeah, maybe one day. But it's impossible right now. I have
my job and the kids. I'd have to study at midnight!
A Oh, yeah. That would be _____.

In conversation . . .

The most frequent adjectives
after **That would be . . .** are
*nice, good, great, fun, cool,
interesting, fine, wonderful,
neat, hard, and awesome.*

About
you

B Pair work Ask and answer the questions, giving your own answers. Continue the conversations.

3 Speaking and listening Here's my advice.

A Read about Tom's dilemma. What advice would you give? Tell the class.

Tom works for a big international company. He has a great job that pays well,
but he doesn't really get along with his co-workers.

B Listen to Tom's conversations with three friends, and complete the chart.

What is the advice?		Is it helpful?	
		Yes	No
1. Amy	_____	<input type="checkbox"/>	<input type="checkbox"/>
2. Sam	_____	<input type="checkbox"/>	<input type="checkbox"/>
3. Louisa	_____	<input type="checkbox"/>	<input type="checkbox"/>

C Group work Discuss the advice. Which advice is the most helpful? the least helpful? Why?

1 Reading

A Brainstorm! Think of three ideas to complete each sentence. Tell the class.

"If I had my life to live over, I'd . . ." "If I had my life to live over, I wouldn't . . ."

B Read the paragraph. What can you guess about the writer?

If I had my life to live over. . .

I'd dare to make more mistakes next time. I'd relax, I'd limber up. I would be sillier than I've been this trip. I would take fewer things seriously, take more chances, take more trips. I'd climb more mountains and swim more rivers. I would eat more ice cream and fewer beans. I would perhaps have more actual troubles, but I'd have fewer imaginary ones. You see, I'm one of those people who lived seriously, sanely, hour after hour, day after day. Oh, I've had my moments, and if I had to do it over again, I'd have more of them. I've been one of those persons who never goes anywhere without a thermometer, a hot-water bottle, a raincoat, and a parachute. If I had to do it again, I would travel lighter than this trip. If I had my life to live over, I would start going barefoot earlier in the spring, and stay that way later in the fall. I would go to more dances. I would ride more merry-go-rounds. I would pick more daisies.

This paragraph has been attributed to many different sources.



C Find these sentences. What do the underlined expressions mean in the context of this paragraph?

1. *I'd relax, I'd limber up.* This means that the writer would be more
a. flexible. b. careful. c. serious.
2. *I would be sillier than I've been this trip.* The writer uses "this trip" to refer to
a. this year. b. this decade. c. this life.
3. *I would . . . take more chances, . . .* This means that the writer would do more
a. safe things. b. risky things. c. serious things.
4. *Oh, I've had my moments, . . .* This means that the writer sometimes has acted
a. more slowly. b. more freely. c. more carefully.
5. *If I had to do it again, I would travel lighter than this trip.* The writer would
a. travel less. b. worry less. c. weigh less.
6. *I would pick more daisies.* This is a way of saying that the writer would
a. do more work. b. enjoy life more. c. be more careful.

2 Speaking and writing What would you change?

A If you had last year to live over again, what would you change? Think of answers to the questions, and make notes below.

Is there ...

■ a person you'd spend more time with?

■ something you'd take more seriously?

■ something you'd spend more time doing?

■ something you'd worry about less?

■ something you'd spend less time doing?

■ a sport or activity you'd try?

■ a place you'd go more often?

■ a subject you'd study?

About
you

B Pair work Take turns. Tell your partner about some things you'd change.

"I'd spend more time with my family and less time online."

C Choose one or more ideas from your list above. Write an article about changes you would make.

Document 1

Things I'd change

If I had last year to live over again, I would definitely get more exercise. I definitely wouldn't watch so much TV, and I'd probably work out more at the gym. I'd try to stop eating so many snacks, but I probably would not give up ice cream because it's my favorite snack! If I got more exercise and ate less junk food, I'd lose some weight. I'd probably feel much healthier, too.

Help note

Adverbs of certainty in affirmative and negative statements

Notice the position of the adverbs.

*I would **definitely** get more exercise.*

*I'd **probably** work out more at the gym.*

But:

*I **definitely** wouldn't watch so much TV.*

*I **probably** would not give up ice cream.*



D Read your classmates' articles. Does anyone want to change the same things as you?

3 Free talk What would you do?

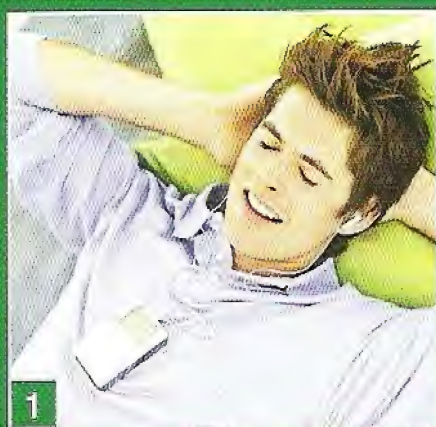
See **Free talk 8** at the back of the book for more speaking practice.



Tech savvy?

In Unit 9, you learn how to . . .

- include questions within questions and statements.
- use separable phrasal verbs like *turn on*, *plug in*, and *throw away*.
- use *how to* + verb, *where to* + verb, etc.
- talk about problems with technology and how things work.
- give different opinions with expressions like *Don't you think . . . ?*
- use *You know what I mean?* to ask someone to agree.



Before you begin . . .

How tech savvy are you? What electronic gadgets do you use in your everyday life? Do you ever have technical problems? Can you fix them?



Lesson A Tech support



1 Getting started

A Listen. Kenji has a problem with his computer, but he doesn't know how to fix it. What solutions do his friends suggest?

Figure it out

B How do Kenji and his friends say the things below? Underline the sentences above. Compare with a partner.

1. What's the problem? Does anyone know?
2. Which Web site did I use? I can't remember.
3. How do you do that? I forget.
4. Maybe you have that awful virus.

2 Grammar Questions within sentences

Direct questions

What's the problem?
Which site did you use?
What should we do?
Why is it doing that?
Is the battery charged?

Questions within questions

Do you know **what** the problem is?
Can you remember **which** site you used?
Do you know **what** we should do?
Do you have any idea **why** it's doing that?
Do you know **if*** the battery is charged?

Questions within statements

I don't know **what** the problem is.
I have no idea **which** site I used.
I know **what** we should do.
I have no idea **why** it's doing that.
I wonder **if*** the battery is charged.

*Use **if** for **yes-no** questions.

Notice the word order: What is the problem?

Do you know what the problem is?

In conversation . . .

I don't know is the most common three-word expression. **I don't know if** is the most common four-word expression.

A Rewrite these questions. Start with the expressions given.

1. How much does it cost to download music files off the Internet? (Do you know . . . ?)

Do you know how much it costs to download music files off the Internet?

2. Are there any Internet cafés around here? (I wonder . . .)

3. Where can I buy a really cheap computer? (Do you know . . . ?)

4. How much did your cell phone cost? (Can you remember . . . ?)

5. How can I put my vacation photos on the Web? (Do you have any idea . . . ?)

6. How many songs can you store on an MP3 player? (I wonder . . .)

About
you

B Group work Take turns asking your group the questions. Discuss the answers.

A Do you know how much it costs to download music files off the Internet?

B I have no idea how much it costs. But it's probably not expensive.

C I downloaded some songs once, but I don't remember how much I paid.

3 Speaking and listening What do you know about the Internet?

A **Group work** Discuss the questions. Then listen and write the answers you hear.

- Do you have any idea what percent of e-mail is spam? _____
- Do you know what the biggest search engine is? _____
- Do you know what the three most common languages on the Internet are? _____
- Can you guess which continent has the most Internet users? _____
- Can you guess how long the average Internet user spends online each week? _____

B Listen again. Write one more piece of information about the answer to each question.

Lesson B How things work

1 Building language

A Listen. What problem is Ken having? Practice the conversation.

Ken Pedro, how do you turn on the DVD player? I read the instruction manual, but I can't figure out how to do it.

Pedro Let's see. I think you can use the remote to turn it on. Do you know where it is?

Ken Yeah, it's right here.

Pedro OK, so let me show you what to do. First, you press this button. That turns the DVD player on. Huh. It's not working.

Ken I wonder if there's something wrong with the remote.

Pedro Actually, the problem is the DVD player. We need to plug it in!

Ken Oh, right.

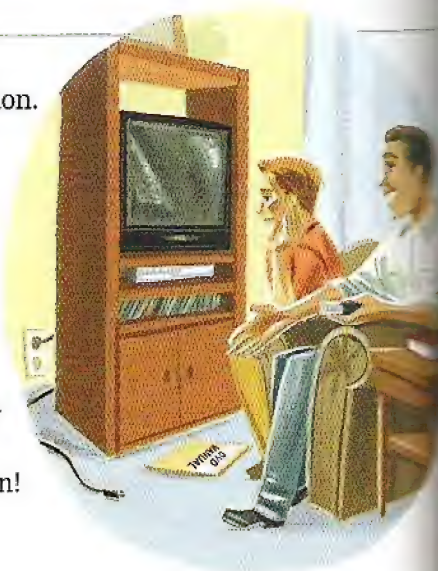


Figure it out

B Circle the two correct choices in each question. Compare with a partner.

1. Do you **turn your TV on** / **turn on your TV** / **your TV turn on** every morning?
2. Do you **turn the TV off** / **turn it off** / **turn off it** when you're not watching it?
3. Do you know **to play** / **how to play** / **how you play** a DVD on a computer?

2 Grammar Separable phrasal verbs; how to, where to, what to

Separable phrasal verbs with objects

How do you

- turn on the DVD player?
- turn the DVD player on?
- turn it on?
- (NOT turn-on-it?)

Examples:

plug in
turn on
turn off
turn up
turn down

Question word + to + verb


Let me show you **what to do**.
Can you show me **how to turn it on**?
Do you know **where to plug it in**?

Complete the sentences as in the example. Then practice with a partner.

1. A Do you know how to turn off this cell phone / to turn this cell phone off?
(this cell phone / turn off)
B This button turns it off. You need to push it really hard.
2. A I don't know how _____. (the air conditioning / turn down)
B I can show you how _____. Just turn this dial.
3. A Can you show me where _____? (my laptop / plug in)
B You can _____ right over there.
4. A I can't figure out how _____. (the CD player / turn on)
B I'm not sure how _____. Maybe you press this button.
5. A Can you show me how _____ on my computer? (the volume / turn up)
B I'm sorry, but I have no idea how _____.

3 Speaking naturally Linking consonants and vowels

I'm not sure how to turn it on. I don't know where to plug it in.

 Listen and repeat the sentences above. Notice how the consonants are linked to the vowels. Then practice the questions and answers in Exercise 2 on page 88 again, this time with a new partner.

4 Building vocabulary

A Match the pictures with the sentences. Then work with a partner. Say what's happening in each picture.

"He's hooking up a computer."



- Put them away.
- Hook it up.
- Look it up.
- Pick it up.
- Put it down.
- Print it out.
- Put them on.
- Take them off.
- Take it apart.
- Throw it away.
- Turn it down.
- Turn it up.

Word
sort

B Make word webs using the expressions above and your own ideas. Then compare with a partner.

hook it up

a computer

a radio

About
you

C Group work Ask and answer the questions.

- What's the first thing you turn on in the morning? What else do you turn on?
- What do you turn off at night before you go to bed?
- What different things do you plug in during the day?
- Do you always turn your cell phone off before class starts? Where else do you turn it off?

5 Vocabulary notebook On and off

See page 94 for a new way to log and learn vocabulary.



1 Conversation strategy Giving different opinions

A Read the conversation. Which response gives a different opinion? Check (✓) the box.

A *I think chat rooms are a waste of time.*

B ☐ *I know what you mean. They can be fun, though.*

☐ *Yeah. I know what you mean.*



Now listen. What does Jacob think about Internet chat rooms? What about Greg?



Jacob *Are you on the Internet again?*

Greg *Yeah. I'm in a great chat room. It's a cool way to meet people.*

Jacob *I don't know. You don't really know who you're talking to. I mean, it's not like talking to someone in person. You know?*

Greg *That's true. You can still talk about interesting stuff, though. You know what I mean?*

Jacob *Well, I'm not sure. Don't you think it's more fun to talk to people, you know, face-to-face?*

Greg *I know what you mean, but it's not so easy to find people with the same interests.*

Jacob *Well, maybe. On the other hand, if you spent less time in chat rooms, you might find there are some interesting people around here. You know what I'm saying?*

Notice how Jacob and Greg give different opinions. They use expressions like these. Find examples in the conversation.

I know what you mean, but . . .

That's true. (You) . . . , though.

Maybe. On the other hand, . . .

I don't know. / I'm not (so) sure. Don't you think . . . ?

B Pair work Can you respond to each comment by giving a different opinion? Take turns making comments and responding. Can you continue the discussion?

1. **A** *I love my new laptop. Now I can work at home on the weekends.*

B *I don't know. Don't you think _____ ?*

2. **A** *I'll never get a cell phone. I don't want to get calls all the time.*

B *I know what you mean, but _____ .*

3. **A** *Surfing the Internet is a big waste of time.*

B *Maybe. On the other hand, _____ .*

4. **A** *E-mail is great for keeping in touch with friends and family.*

B *That's true. _____ , though.*

2 Strategy plus You know what I mean?

When you want someone to agree with you, you can use expressions like these.

You know what I mean?

You know?

You know what I'm saying?

You can still talk about interesting stuff, though. You know what I mean?



In conversation . . .

You know what I mean? is the most common five-word expression. It is five times more frequent than *You know what I'm saying?*, which is the seventh most common five-word expression.



You know what I mean?



You know what I'm saying?

Pair work Complete each opinion below. Take turns presenting your ideas and responding.

1. "It seems to me people spend too much time on their computers. I mean, _____ . You know what I'm saying?"
2. "I don't think people should listen to music while they're working. _____ . You know?"
3. "I don't think you should go out with someone you meet on the Internet. _____ . You know what I mean?"

A It seems to me people spend too much time on their computers. I mean, people should spend more time with family and friends. You know what I'm saying?

B I'm not sure. . . .

3 Listening and speaking The problem with technology

A Listen to Hugo and Fran talking in a café. Who expresses these opinions? Check (✓) the boxes.



1. New technology is great. You can choose when and where to work.
2. New technology can make people work too much.
3. It's rude to talk to a friend on a cell phone when you're with another friend.
4. People shouldn't use their cell phones in places like cafés.
5. People should be able to use their cell phones wherever they are.

Hugo	Fran
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

B Listen again to two of Hugo's opinions. Do you agree or disagree? Write responses. Then discuss with a partner.

1. _____
2. _____

Lesson D Identity theft

1 Reading

A What types of personal information do you use to identify yourself? Complete the chart. When do you use this information? Who do you give it to?

General information	Numbers	Documents	Other
full name	bank account number	driver's license	passwords
home address			

B Read the magazine article. What do identity thieves do?

Robbing You Blind?

by Carla Fried
Real Simple Magazine

Thieves used to pick pockets and snatch handbags. Now they steal identities. . . . Identity thieves pilfer credit card information, bank statements, and national identification numbers so they can steal from existing accounts, open new ones, or even build up a criminal record under your name.

If you're lucky, you'll catch an ID thief while the stakes are still small – a couple of unauthorized purchases on a single credit card, say. If not, you'll discover you're a victim only when, for instance, a credit check shows overdue payments on dozens of credit cards you never even knew you had. . . . Here's how you can protect yourself where you are most vulnerable – mail, phone, and ATM – and avoid becoming the next statistic.

Identity theft often goes undetected until the damage has been done. Use these self-defense strategies to stop the crime before it starts.

Strategies for Stopping ID Thieves

Mail



DON'T:

■ Have new blank checks sent to your mailbox. Pick them up in person.

DO:

■ Check monthly bills and statements for suspicious charges. If you aren't getting a bill, this may be a sign that someone has stolen your account and had the billing address changed so you wouldn't notice their unauthorized charges.

■ Shred personal documents before you throw them in the garbage. Identity thieves rifle through garbage looking for discarded bills, bank statements, credit card receipts, and anything else that might contain information that could help them access your accounts or open a new one.

Phone



DON'T:

■ Conduct sensitive business on your cell phone in public. It's bad etiquette, and it can be a costly mistake if an identity thief is standing nearby and hears you give out some important personal information. (As long as your phone is a digital model, there is little chance of the signal being intercepted.)

DO:

■ Protect the calling card you use to make long-distance calls from public phones. It's best not to carry your card at all, but if you need to pull it out, watch out for "shoulder surfers" who could sell your calling card number or use it themselves. Some thieves use binoculars and telescopes to spy on victims in crowded areas.

ATM



DON'T:

■ Use ATMs located in convenience stores. They may not have the same security protection as bank ATMs.

DO:

■ Use a PIN (Personal Identification Number) that's ridiculously hard to crack. Don't use your birth date or phone number. ■ Keep an eye out for shoulder surfers. (See Phone, left.)

C Can you find words and expressions in the article with the following meanings?

- | | |
|--------------------------------------|-----------------------------------|
| 1. steal _____ | 5. cut in very small pieces _____ |
| 2. without permission _____ | 6. search quickly _____ |
| 3. someone who has been robbed _____ | 7. figure out _____ |
| 4. in danger _____ | 8. watch out for _____ |

D Answer the questions. Then compare ideas with a partner.

- What should you do when you want to throw away your credit card statements?
- Why do identity thieves go through people's garbage?
- Why is it a bad idea to call your bank from your cell phone when you're in a public place?
- What do shoulder surfers do?
- Why shouldn't you use your birth date as your PIN?

2 Speaking and writing Keeping it safe

About
you

A Group work Brainstorm ideas on how to make your personal information safe. Discuss the questions and take notes.

- Would you let a friend or family member use your credit card?
- Where should you keep your bank statements and credit card receipts?
- What's the best way to remember your PIN?
- Who would you give your PIN to?
- Where's the safest place to keep your passport and other ID?
- Do you have copies of your important documents?

A I would never let anyone use my credit card. It's just not safe. You know what I mean?

B Yeah, I know. I wouldn't let anyone use my phone card, either.

B Choose the best ideas to write a short article.

Document 1

Here are some dos and don'ts for keeping your personal information safe.

Credit cards

Do shred credit card bills. If you don't, a thief may find your credit card number in the garbage.

Don't give your credit card number to someone who calls you on the phone. Only give out your number if you have made the call and you trust the person you are talking to.

Help note

Planning your article

- Write all your ideas down in any order. Don't worry about spelling and grammar.
- Choose the best ideas you want to use.
- Number your ideas to help you plan your article.
- Write the article.
- Check your spelling and grammar.

C Read your classmates' articles. Did you pick up any good tips from them?

3 Free talk Tech trivia

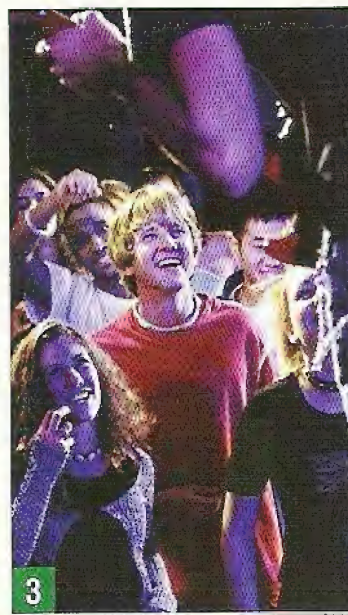
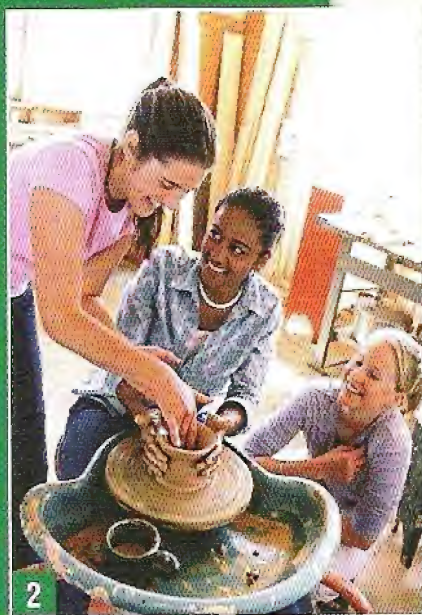
See **Free talk 9** for more speaking practice.



What's up?

In Unit 10, you learn how to . . .

- use the present perfect continuous to talk about recent activities.
- use *since*, *for*, and *in* with the present perfect and present perfect continuous.
- use *already*, *still*, and *yet* with the present perfect.
- talk about your social life and different kinds of movies.
- ask someone for a favor politely.
- use *All right* and *OK* to move a conversation to a new topic.



Before you begin . . .

What's happening in your life these days? Have you . . .

- | | |
|-------------------------------|-------------------------|
| ■ done anything special? | ■ eaten anywhere nice? |
| ■ been out with your friends? | ■ seen any good movies? |
| ■ had a party? | ■ been to any concerts? |
| ■ gone dancing anywhere? | ■ joined any clubs? |



Lesson A *Catching up*



1
Bob So, what have you been doing since I saw you last?
Lois Working. That's pretty much it. I haven't been out in months. What about you?
Bob Same here. I've been working late every night. Uh . . . do you have time to grab a bite to eat?



2
Maya I haven't seen you in ages! What have you been up to?
Gail Well, you won't believe it, but I've been seeing a guy from work. We've gone out three or four times now, so I guess it's getting serious.



3
Will What have you been up to recently? I haven't seen you at the gym.
Diane Well, I've been going to a pottery class since September.
Will Pottery . . . really! So, what kind of things do you make?
Diane So far I've made eight vases and two bowls. Here's something I just made.



4
Juan Hey, good to see you. I see you're still doing karate.
Ahmad Oh, yeah.
Juan How long have you been doing that? About three years?
Ahmad Actually, for nine years now.
Juan Wow! That's impressive.

1 *Getting started*

A Listen. Who has some news to tell? Who doesn't?

Figure it out

B Complete these sentences. Are any of them true for you? Tell a partner.

- I've been _____ hard recently, so I haven't been out much.
- I've _____ going out a lot with some friends from school.
- I've been taking evening classes _____ a few years now.
- I've known my best friend _____ I was in high school.
- I haven't seen some of my friends _____ ages.

2 Grammar Present perfect continuous vs. present perfect

Use the present perfect continuous for an ongoing or repeated activity that started before now and continues into the present.

What have you been doing lately?

I've been going to a pottery class.

Who has she been seeing?

She's been seeing a guy from work.

Use the present perfect to show the results of an activity or how many times it has happened.

What things have you made so far?

I've made eight vases and two bowls.

How many times have they gone out together?

They've been out three or four times.

Since, for, and in for duration

Use since with points in time. Use for and in with periods of time, but use in only in negative statements.

What have you been doing since I saw you last?

Not much. I haven't been out in months, not since July.

How long has he been doing karate?

He's been doing it for nine years.

In conversation ...

The present perfect is about 10 times more frequent than the present perfect continuous.



present perfect



present perfect continuous

About you

A Pair work Ask and answer the questions. Continue your conversations.

Have you been ...

1. eating out a lot recently?
2. listening to any good music lately?
3. spending a lot of time on the Internet?
4. going anywhere interesting on the weekends?
5. spending much time with your family lately?
6. getting any exercise recently?

A Have you been eating out a lot recently?

B Actually, yeah. I've been eating out almost every night.

A Really? I haven't eaten out in ages. So, where have you been going?

About you

B Pair work Ask your partner the questions, and ask follow-up questions with *How long?* Then change roles.

1. Do you play any sports?
2. How well do you speak English?
3. Where did you meet your best friend?
4. Do you have any hobbies?
5. What neighborhood do you live in?
6. Are you a member of any clubs?

A Do you play any sports?

B Yeah, sure. Basketball and soccer.

A How long have you been playing basketball?

3 Speaking naturally Reduction of have

What **have** you been doing for fun lately?

(What've)

How many times **have** you gone out this month?

(times've)

Where **have** you been hanging out?

(Where've)



Listen and repeat the questions above. Practice the reduction of *have* to *'ve*. Then ask and answer the questions. Continue your conversations.

Lesson B Movies

1 Building vocabulary

A What kinds of movies are these? Label the pictures with the words in the box.
Can you think of other kinds of movies? Which ones do you like best?



an action movie
an animated film
a horror movie
a musical
a (romantic) comedy
a science-fiction movie
a thriller
a war movie



B What kind of movie is each person talking about? Complete the descriptions with a type of movie. Then listen and check your answers.

1 It's a _____. It's about these two people who **fall in love** over the Internet. It's a great **love story**, and it's **funny**, too.

2 It's a new _____ set in ancient China. Michelle Yeoh is in it. The **stunts** and the kung-fu **fight scenes** are amazing. It's kind of **violent**, though.

3 I just saw this _____. A family moves into an old house, and they find a **monster** living in the attic. It was so **scary** that I couldn't watch most of it.

4 It's a _____ that **takes place** in Delhi. So it's in Hindi, but it's **subtitled**. The **costumes**, the dancing, and the music are just wonderful.

5 It's a _____. Matt Damon **plays** a spy who can't remember who he is. It was so exciting. I couldn't stand the **suspense**.

6 It's about **aliens** who come to take over the Earth. It's a classic _____. The **special effects** are incredible.

7 I saw this _____ about two soldiers who are brothers. It's a **true story** with a really **sad ending**. I cried a lot. It's a real **tearjerker**.


8 We saw this **hilarious** movie. It's one of those _____ for both kids and adults. Eddie Murphy is the voice of one of the **cartoon characters**.

Word sort

C Make a word web about a movie you have seen. Then describe it to a partner.

It's a _____ . It's about _____ . _____ is in it.
It's set in _____ . **movie:** _____ . He / She plays _____ .
It takes place in _____ . It _____ . I _____ .

2 Building language

A  Listen. What do Carl and Jolene decide to do? Why? Practice the conversation.

- Carl Sorry I'm late. Have you been waiting long?
 Jolene No, just a few minutes.
 Carl So, which movie do you want to see? I've heard good things about *Starship*. Have you seen it yet?
 Jolene Yeah. I've already seen it. It was OK.
 Carl Oh. Well, there's *Funny Guy*. It's been playing for ages, and I still haven't seen it.
 Jolene Actually, I saw it when it first came out.
 Carl OK, well, how about *Joker*? I haven't seen that yet, either.
 Jolene I've seen it, but I'll go again. It was hilarious. At the end, the guy falls into a...
 Carl Hey, don't spoil it for me. Let's just go see it.

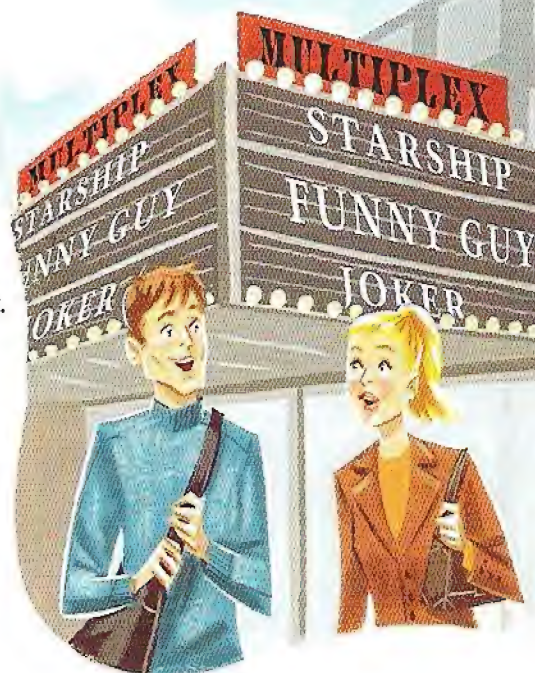


Figure it out

B Choose the correct word, and then complete each sentence with the name of a movie. Compare with a partner.

- I already / still / yet haven't seen _____.
- I haven't seen _____ already / still / yet.
- I've already / still / yet seen _____.

3 Grammar *already, still, and yet with present perfect*

Have you seen <i>Funny Guy</i> yet ?	= I imagine you're planning to see it.
Yes, I've already seen it. / Yes, I've seen it already .	= I saw it earlier.
No, I haven't seen it yet . / No, not yet .	= I haven't seen it, but I plan to.
No, I still haven't seen it.	= I've wanted to see it for weeks, but I haven't yet.

A Complete the conversations. Add *already*, *still*, or *yet*.
 Then practice with a partner.

- A There's a new Jackie Chan movie out. Have you seen it _____?
 B Yeah, I've _____ seen it. How about you?
 A No, not _____. Actually, I _____ haven't seen his last one.
- A Have you been to that new multiplex theater _____?
 B No. I really want to go, but I haven't had a chance _____.
- A Have you ever bought movie tickets online?
 B No, I _____ haven't signed up for Internet service. But I really should.

In conversation...

With this meaning of **yet**, about 83% of its uses are in negative statements and about 17% are in questions.

About you

B Pair work Start conversations like the ones above, changing the underlined words. Use your own information.

4 Vocabulary notebook Great movies


See page 106 for a new way to log and learn vocabulary.



1 Conversation strategy Asking for a favor politely

A Can you choose the appropriate ways of asking your teacher or boss for a favor?

- | | |
|--|--|
| <input type="checkbox"/> I want to leave early today. | <input type="checkbox"/> Would it be OK if I left early today? |
| <input type="checkbox"/> I was wondering if I could leave early today. | <input type="checkbox"/> I'm going to leave early today, OK? |

 Now listen. What is Todd asking his boss, Paula, for?

Todd Excuse me. I was wondering if I could talk to you for a second.

Paula Sure. Let me just send this e-mail. All right. So, what can I do for you?

Todd Well, I wanted to ask a favor, actually.

Paula OK.

Todd I was wondering, would it be all right with you if I took Friday off?

Paula This Friday?

Todd Yes. I'm going away for the weekend, and, um, the traffic is always bad on Friday afternoons. So, I was thinking, if I took the day off, I could get an early start. Would that be OK with you?

Paula Well, all right. As long as you finish everything before you go.

Todd Oh, thanks. I definitely will.

Paula OK. So, was that all? All right, well, have a good weekend.



Notice the expressions Todd uses to ask for a favor politely. These expressions are useful in formal situations or if you are asking someone for a big favor. Find examples in the conversation.




I was wondering . . .
I was wondering if I / you could . . .
I wanted to . . .
Would it be all right / OK with you if I (took, went, etc.) . . . ?

B Pair work Choose one of the situations below. Take turns playing the roles. Ask politely for each favor on the list.

Situation 1: At school or college

Student A: You are the teacher.




Student B: You are a student. You want to . . .

-  ask for help with some homework.
-  miss the next class to go to an interview.
-  ask for an extension on a paper.

Situation 2: At work

Student A: You are the boss.

Student B: You are an employee. You want to . . .

-  take next week off to go to a family reunion.
-  ask for more time to write a report.
-  borrow a laptop computer overnight.

2 Strategy plus All right and OK

You can use **All right** and **OK** to move a conversation to a new phase or topic.

All right. So, what can I do for you?



You can also use **All right** and **OK** to agree to requests.

Would that be OK with you?



Well, all right.

Listen to the conversation. How do the speakers use *all right* and *OK*? Write **A** if the speaker is agreeing and **M** if the speaker is moving the conversation along. Then practice the conversation.

A I was wondering, do you have a minute to talk?

B All right. A I'm free right now.

A Great. OK, ___ uh, do you have time to grab a cup of coffee?

B OK. ___ That sounds good.

A The coffee's good here.

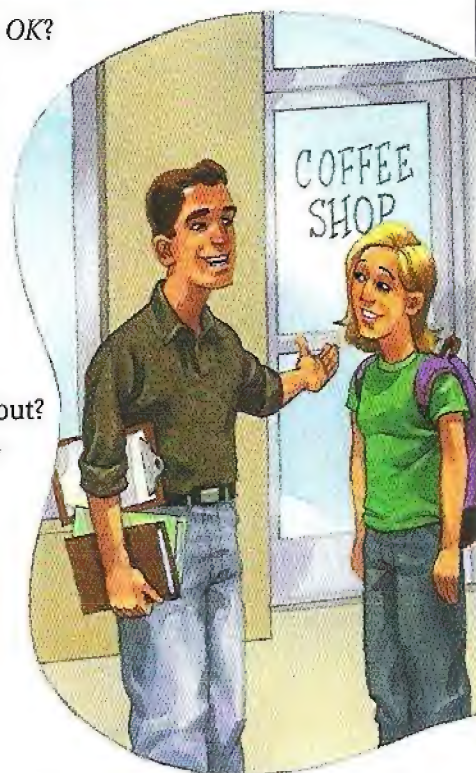
B Yeah, I really like it. All right. ___ So, what did you want to talk about?

A Well, I wanted to ask a favor. I was wondering if you could help me with a survey.

B All right. ___ No problem.

A Great. Thanks. OK. ___ So, let me ask you a few questions about how you spend your time when you're with friends.

B All right. ___ Go ahead.



3 Listening and speaking A small favor

A Listen to four students ask their professor for a favor. Check (✓) what each student asks for.

	1. Peter	2. Sandra	3. Joel	4. Julia
a letter of recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
more time to finish a paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
permission to miss class for an interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a signature on an application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Listen again. Does the professor agree to their requests? Check (✓) yes or no. If you were the professor, which students would you say yes to?

1. Peter		2. Sandra		3. Joel		4. Julia	
Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>

About you

C Pair work Think of a favor you'd like to ask your partner. Take turns asking politely.

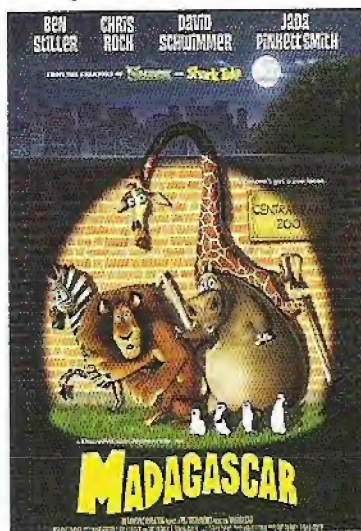
1 Reading

A Where can you read movie and CD reviews? Do you ever read them? Tell the class.

B Read the two reviews. Do the reviews encourage you to see the movie? buy the CD?

Home entertainment

DVD pick: *Madagascar*



Even though *Madagascar* might look like a movie for kids, the whole family can enjoy this animated film. The animation is wonderful, and the voices of the main characters – Marty the zebra (Chris Rock) and his three friends: Alex the lion (Ben Stiller), Melman the giraffe (David Schwimmer), and Gloria the hippo (Jada Pinkett Smith) – are outstanding.

The story begins in New York City's Central Park Zoo. Although Marty the zebra leads a comfortable life there, he dreams of living in the wild. Marty's friends seem happy in the zoo, especially Alex the lion, who enjoys the attention of all the visitors. He doesn't want to leave, and neither do Melman

the giraffe and Gloria the hippo.

When Marty tries – and fails – to escape, the four friends end up on a boat to an animal preserve in Kenya. On the same boat are a group of penguins who want to go to Antarctica. The penguins hijack the boat, and, in the confusion, the friends fall into the ocean and wash up on a beach in Madagascar. There the zoo animals must learn to survive in a vast forest among lemurs and other animals.

Madagascar kept me laughing out loud – especially the penguins, who were my favorite characters. The film is so entertaining that even if you're not a fan of animated movies, you might want to see this one.

CD pick: *In the Heart of the Moon*

Ali Farka Touré and Toumani Diabaté



Even if you don't know anything about African music, I think you will enjoy this wonderful CD featuring two of Mali's most famous musicians: Toumani Diabaté on the *kora* (a traditional West African stringed instrument, similar to a harp or lute) and Ali Farka Touré on guitar.

In the Heart of the Moon is a beautifully recorded instrumental CD with a well-chosen mix of traditional and modern

Malian tunes (one is said to be over 700 years old).

Music fans who have been following Diabaté's career and are used to his intense style may be surprised to hear a gentler, more mellow side to his playing here. His occasional rapid solos blend easily into the relaxed and sensuous playing of Touré's guitar.

If you haven't heard this CD yet, you have a real treat coming.

C Find the words on the left in the reviews. Use the context to match each word with a definition on the right.

- | | |
|---------------------|--|
| 1. in the wild ____ | a. take control of |
| 2. preserve ____ | b. a part of a song where one musician plays the most important part |
| 3. hijack ____ | c. an enjoyable experience |
| 4. solo ____ | d. a place where animals are protected |
| 5. blend ____ | e. in nature, the natural world |
| 6. treat ____ | f. combine or mix together |

D Read the reviews again, and answer the questions. Underline words and phrases in the reviews to support your answers. Then discuss your answers with a partner.

1. According to the reviewer, what age groups would enjoy *Madagascar*?
2. What are two things the reviewer really likes about the movie?
3. Which characters did the reviewer like best? Why?
4. What instruments do the musicians play on the CD *In the Heart of the Moon*?
5. What kinds of tunes are on the CD?
6. Why does the reviewer recommend the CD?

2 Listening and writing I'd really recommend it.

A Listen to Tom read a review of a Cirque du Soleil show. Does his friend want to see the show? Would you like to see it? Tell a partner.

B Listen again and check (✓) whether the sentences are true or false. Correct the false sentences.

- | | True | False |
|--|--------------------------|--------------------------|
| 1. Cirque du Soleil performers are all Canadian. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The group started in Quebec over 20 years ago. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. They now perform all over the world. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The acrobats perform with animals. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Tom has already seen a Cirque du Soleil show. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Tom is going to call to find out about tickets. | <input type="checkbox"/> | <input type="checkbox"/> |

C Think of a show, a movie, a book, or a CD you have enjoyed. Write a review about it.

Document 1

The Lion King

Even though I don't usually like musicals, I really loved *The Lion King*. The music and dancing are wonderful, and the costumes are simply amazing. Although the story may seem like it's for children, adults can really enjoy it, too.

If you haven't had a chance to see this fabulous musical yet, then go and buy tickets now!

Help note

Contrasting ideas

Although the story may seem like it's for children, adults can really enjoy it, too.

Even though I don't usually enjoy animated movies, I loved this one.

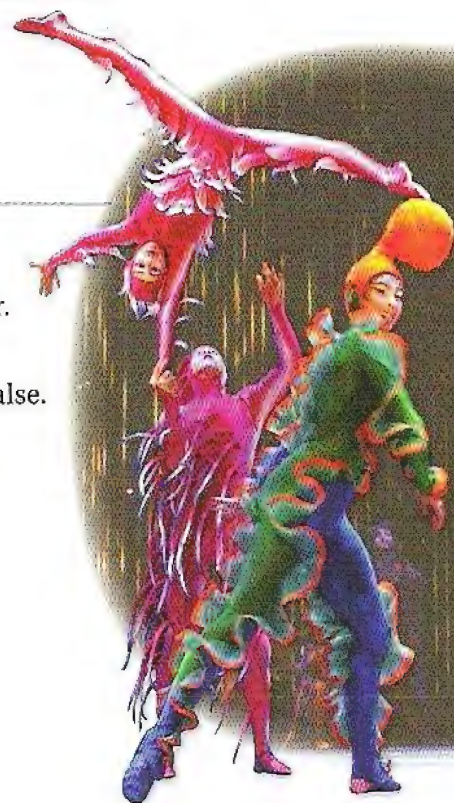
Even if you don't know anything about African music, you'll enjoy this CD.

D Class activity Read your classmates' reviews. Can you find ...

- | | |
|---------------------------------------|------------------------------|
| • a book you've been wanting to read? | • a play you'd like to see? |
| • a movie you haven't seen yet? | • a CD you've already heard? |

3 Free talk Who's been doing what?

See **Free talk 10** for more speaking practice.



Impressions

In Unit 11, you learn how to . . .

- use the modal verbs *must*, *may*, *might*, *can't*, and *could* to speculate.
- use adjectives ending in *-ing* and *-ed* like *boring* and *bored*.
- talk about your impressions, feelings, and reactions.
- show you understand another person's feelings or situation.
- use *you see* to explain a situation.
- use *I see* to show you understand.



1



2



3

Before you begin . . .

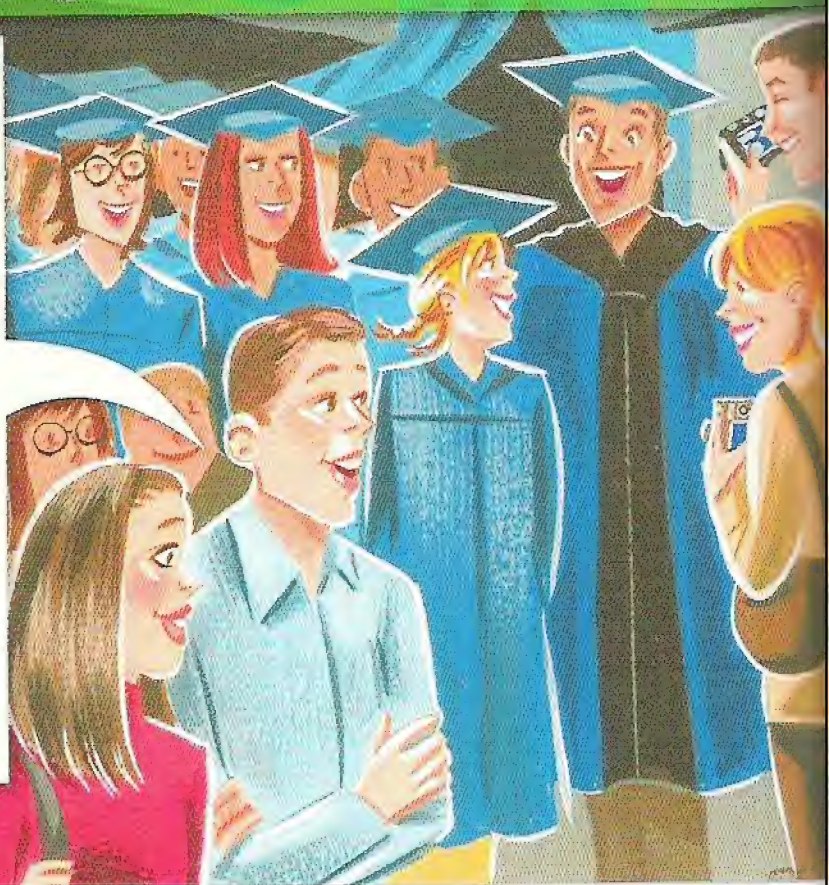
What impressions do you get from each of these pictures? Make some guesses.

- How do you think the people in each picture are related to each other?
- What do you think is happening?
- How do you think each person feels?



Lesson A Speculating

- Emma** Hey, look. That girl over there must be graduating.
- Lloyd** From college? Are you kidding? She can't be more than 12.
- Emma** Well, she's wearing a cap and gown.
- Lloyd** Huh. She must be a genius.
- Emma** Sure, but she must study a lot, too.
- Lloyd** Yeah, probably all the time. I mean, she can't have too many close friends here. She's so much younger than everyone.
- Emma** Well, the guy she's talking to might be one of her friends.
- Lloyd** He could be. Or he may be one of her professors.
- Emma** True. . . . Oh, look. Those must be her parents – the people with the cameras.
- Lloyd** Yeah. They must be feeling pretty proud.



1 Getting started

A Listen. Emma and Lloyd are speculating about the young girl at the graduation ceremony. What guesses do they make?

Figure it out

B Can you complete these guesses with appropriate verbs?

1. The girl must _____ very smart.
2. There can't _____ many other college students who are that young.
3. The girl's parents must _____ lots of pictures today.
4. The students who are graduating might _____ sad to leave their friends.

2 Speaking naturally Linking and deletion with must

Before a vowel sound and /h, l, r, w, y/

She **must** enjoy school.

She **must** have some friends who are her age.

She **must** live with her parents.

Before most consonant sounds

She **mus**(t) be a genius.

She **mus**(t) study all the time.

She **mus**(t) feel lonely sometimes.

A Listen and repeat the sentences above. Practice linking the words as shown.

B Which of the speculations about the girl do you agree with? Can you add any more? Tell the class.

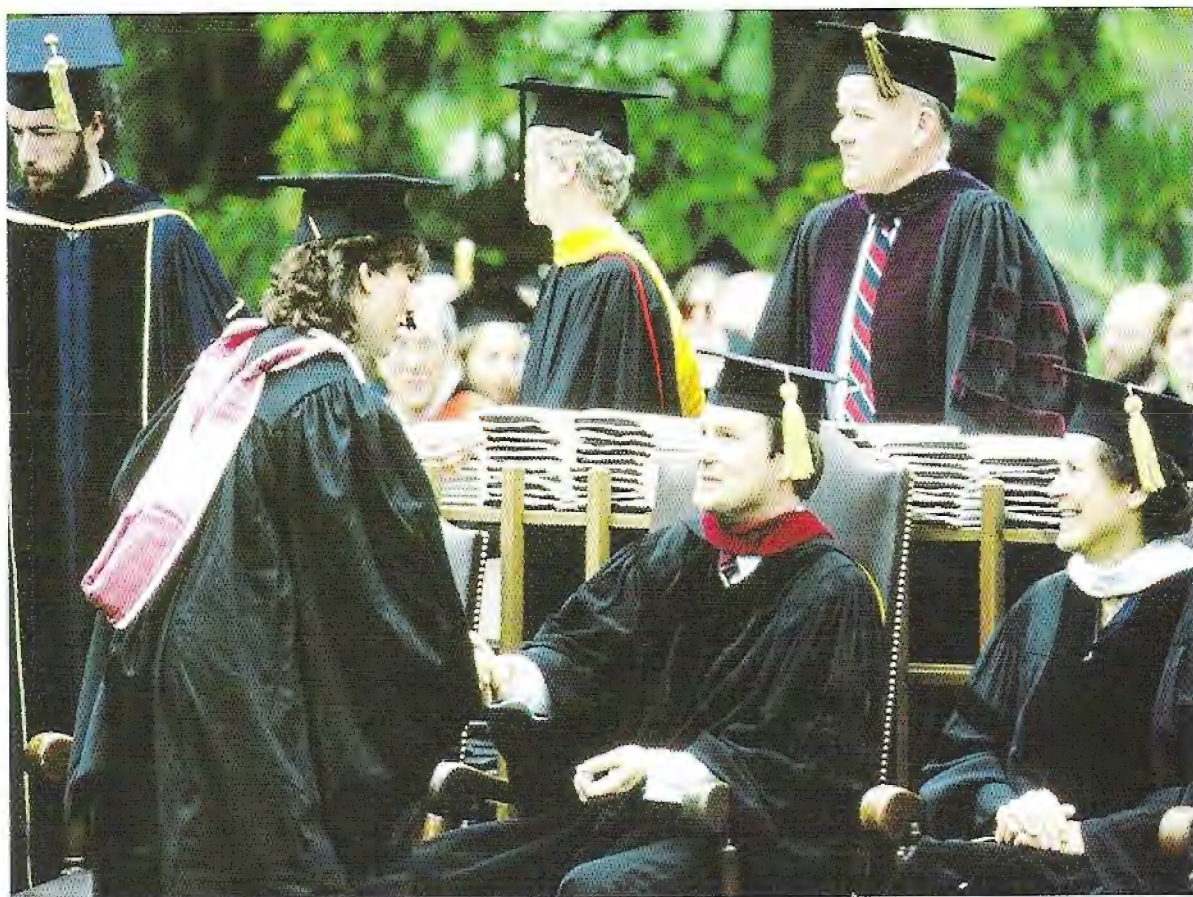
3 Grammar Modal verbs for speculating

She must be a genius.	= I bet she's a genius.
She must work pretty hard.	= I bet she works pretty hard.
She must not go out much.	= I bet she doesn't go out much.
She must be graduating today.	= I bet she's graduating today.
She can't be more than 12.	= It's not possible she's more than 12.
He could be one of her friends.	= It's possible he's one of her friends.
He may be her professor.	= Maybe he's her professor.
They might be feeling sad.	= Maybe they're feeling sad.

In conversation ...

Most uses of **must** and **might** – over 90% – are in affirmative statements. In negative statements, people usually say **must not** and **might not** with no contractions.

A What guesses can you make about the picture? Answer the questions with the modal verbs given: *must, may, might, can't, or could*.



1. What kind of ceremony is this? It **must** ...
2. What are the packets on the table? They **may / might / could** ...
3. Who is the man sitting in front of the table? He **may / might / could** ...
4. Why is the man shaking the woman's hand? She **must** ...
5. Is she graduating from elementary school? She **can't** ...
6. Who are the people sitting in the audience? They **must** ...

Useful language

graduation ceremony
college president
cap and gown
diploma

"It must be a graduation ceremony. People are wearing caps and gowns."

B Pair work Compare answers with a partner. What else can you say about the picture?

Lesson B Ups and downs



Yoshi looks **bored**. Tom must be telling one of his **boring** stories. His stories are never **interesting**. Sophia seems **fascinated**, though. She must be **interested** in Tom.

Oh, no. John just spilled juice all over Amy. I bet he's **embarrassed**. She looks a bit **annoyed**. She can't be too **pleased** about her dress.

David just did something **embarrassing**. He locked his keys inside the car, and now he can't get in. That's so **frustrating**. He wanted to leave an hour ago. I bet he's **disappointed**.

What was that scream? Oh, there's a spider in Jennifer's glass. She looks **shocked**. I think she's **scared** of spiders. Ahmad seems **surprised** by her reaction.

Andrea seems **excited** to see Miguel. She used to go out with him. Her new boyfriend, Albert, must be **jealous** and a little **anxious**. He may be **worried** that she'll go back to Miguel.

1 Building vocabulary and grammar

A Listen. Fred is describing the party to a friend. Can you identify each guest?

Word
sort

B Complete the responses with adjectives from Fred's description of the party. More than one answer may be possible.

- "Someone keeps calling me and then hanging up." "You must be _____."
- "Tina and Ed just failed their driving tests for the third time!" "They must feel _____."
- "My friend applied to graduate school, and he just got accepted." "He must feel _____."
- "I'm the only one in my class who got an A on the test." "The other students must be _____."
- "Jack just spilled coffee all over the teacher." "He must feel _____."
- "My boyfriend hasn't called me for a week." "You must be _____."

Figure
it out

C Can you complete the sentences with the adjectives given? Compare with a partner.

- Yoshi isn't _____ in Tom's story. It's not an _____ story. (interesting, interested)
- Sophia isn't _____. She doesn't think Tom's story is _____. (boring, bored)

2 Grammar Adjectives ending in -ed and -ing

Adjectives ending in -ed
can describe how you feel
about someone or something.

I'm **bored** with my job.
I'm **interested** in astronomy.
I get **annoyed** with my sister.
I'm **excited** about my vacation.
I'm **scared** of spiders.

Adjectives ending in -ing
can describe someone
or something.

My job is very **boring**.
I think astronomy is **interesting**.
She does a lot of **annoying** things.
My vacation is going to be **exciting**.
But: I think spiders are **scary**.

In conversation ...

Interesting, interested, amazing, scary, surprised, worried, scared, excited, exciting, and boring are all in the top 2,000 words.

A Choose the correct word to complete the sentences.

- I'm really **excited** / **exciting** about my vacation. I'm going to Africa.
- I'm **annoyed** / **annoying** with a friend of mine. He never returns my phone calls.
- I saw a really **bored** / **boring** movie last night. I slept through most of it.
- I wasn't able to get tickets to the concert. I was so **disappointed** / **disappointing**.
- I get **frustrated** / **frustrating** when I try to read maps. I find them **confused** / **confusing**.
- I get really **embarrassed** / **embarrassing** when I forget someone's name.
- I heard something **amazed** / **amazing**. A woman just crossed the Pacific Ocean in a canoe.
- My mother forgot my birthday. I was **surprised** / **surprising**. Well, actually, I was **shocked** / **shocking**.

About
you

B Pair work Make the sentences above true for you. Have conversations.

A *I'm really excited about my vacation. I'm going to India.*

B *That sounds really interesting. What are you going to do there?*

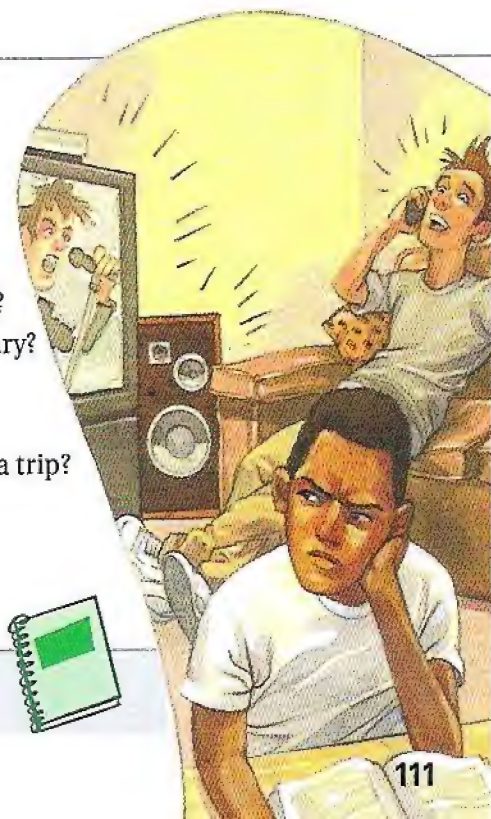
3 Talk about it Feelings

Group work Discuss the questions. Write down any unusual and interesting responses, and then tell the class.

- Do you know anyone who is annoying? When is the last time you got annoyed with someone?
- Do you ever get bored? What kinds of things do you find boring?
- Are you scared of anything? Are there any movies that you find scary?
- Do you ever feel worried or anxious? What about?
- Have you ever felt really disappointed? What happened?
- Do you have any plans that you're excited about, like a party or a trip?
- What is the most exciting thing you've ever done?

4 Vocabulary notebook How would you feel?

See page 116 for a useful way to log and learn vocabulary.



Lesson C That must be fun.

1 Conversation strategy Showing you understand

A Can you complete the responses to show you understand A's feelings or situation?

A I've been studying Chinese for years, but I still can't read it well.

B You must be _____ or That must be _____.



Now listen. Why hasn't Hal made much progress with his saxophone?

Debra Hey, what's this saxophone doing here?

Hal I have a lesson after work.

Debra So, how long have you been playing?

Hal Oh, a couple of years.

Debra You must be getting pretty good by now.

Hal I wish! I haven't made much progress lately.

Debra Huh. How come?

Hal Well, you see, I used to practice every morning. But then I started this job, and somehow I can't get myself to practice at night.

Debra Well, you must be tired after work.

Hal Yeah. But you know, I just joined a band.

Debra That must be fun.

Hal Yeah, it really is, and it keeps me motivated to practice. In fact, that's why I joined.

Debra I see. Well, let me know if your band performs anywhere. I want to hear you play!



Notice how Debra uses *must* to show she understands Hal's situation or feelings. Find examples in the conversation.

"That must be fun."

B Think of a response to each sentence using *That must be* or *You must be* plus an adjective from the box. Then practice with a partner.

- I've been taking dance lessons. "That must be fun."
- The elevator's not working, so I have to walk up to the tenth floor.
- I just won a scholarship to go to college.
- I often get up and study at 5:00 in the morning.
- I'm going skydiving next week.
- We're reading a book on ethics in my philosophy class.
- I'm going out on a blind date tonight.

annoying	hard
bored	interesting
boring	motivated
excited	nervous
exciting	pleased
fascinating	proud
fun	scary
happy	tired

About you

C Pair work Write five sentences about yourself like the ones above. Take turns saying your sentences and reacting to them.



2 Strategy plus You see and I see

You can use **You see** to explain something that the other person might not know.

You can use **I see** to show you understand something that you didn't know earlier.

In conversation ...

I see and **you see** are in the top 900 words and expressions.

You see, I used to practice every morning.

The band keeps me motivated to practice. That's why I joined.

I see.



About you

Pair work Student A: Ask the questions. React to Student B's answers with *I see*, and continue the conversation. Student B: Answer the questions with true information. Explain your answers. Then change roles.

- A Do you want to live abroad someday?
B Yes, I really do. You see, ... **or** Not really. You see, ...
- A Would you like to work less and have more time for fun?
B I really would. You see, ... **or** Not at all. You see, ...
- A Would you like to spend more time reading?
B I think I would. You see, ... **or** I don't think so. You see, ...

A Do you want to live abroad someday?

B Not really. You see, I'm a lawyer and I can't practice in another country.

A I see. So would you like to take a vacation in a foreign country?



3 Listening People and situations

A Listen to the four conversations. Match each person with the situation he or she explains.

- | | |
|-----------------|--|
| 1. Mark _____ | a. has always dreamed of studying art. |
| 2. Angela _____ | b. hasn't been studying a lot this year. |
| 3. Linda _____ | c. doesn't have enough time to practice. |
| 4. David _____ | d. wants to be able to talk to people while on vacation. |

B Listen again. Show you understand. Write a response to each person using *must*.

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

4 Free talk What on earth are they doing?

See **Free talk 11** for more speaking practice.



1 Reading

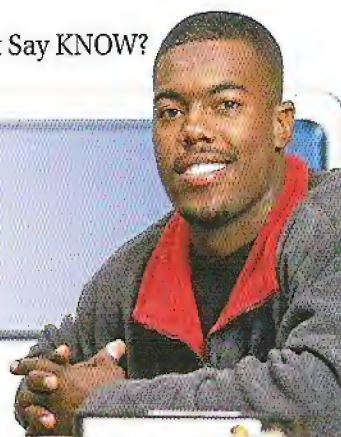
A What are some things that people can volunteer to do in their communities? Do you know anyone who does volunteer work? What do they do?

B Read the article. What does Marcus try to do with his program, Just Say KNOW?

A TEEN HERO

He Coaches Kids – On and Off the Field

by John Garrity, *Sports Illustrated*



Standing in front of an eighth-grade class at Gove Middle School in Denver, 19-year-old Marcus Houston worked the audience like a seasoned¹ motivational speaker. "I can tell just by looking which of you are not going to be successful in life," he said, and then walked around the classroom studying faces. Kids who were slouched at their desks discreetly² straightened up.

"Aw, I'm just kidding," Marcus said with a grin. "But didn't you feel your heart stop? That's because you want to be successful."

Marcus uses his credibility as a star athlete (he was an all-state football player in high school) to motivate younger kids academically.

His concern began when he was a junior³

at Denver's Thomas Jefferson High. Twelve freshman⁴ footballers were flunking⁵ classes and lost their eligibility. Disturbed by their failure and looking for an avenue of action, Houston created a program called Just Say KNOW. He went to middle schools, where he showed a football highlights video to capture the kids' imaginations, and then talked to them about the importance of being responsible and doing well in school.

"I think eighth grade is critical,"⁶ Marcus says. "It's when kids develop their own vision⁷ and decide what crowd they'll hang out with." He knew upperclassmen⁸ could have a big impact on younger students. He is seeking corporate donations in hopes of taking Just Say KNOW national.

¹ seasoned experienced

⁴ freshman 9th-grade student

⁷ vision ideas about life

² discreetly without attracting attention

⁵ flunking failing

⁸ upperclassmen 11th- or 12th-grade students

³ junior 11th-grade student

⁶ critical very important

Source: Reprinted courtesy of SPORTS ILLUSTRATED: From "Too Good to Be True" by John Garrity, October 9, 2000. Copyright © 2000. Time Inc. All rights reserved.

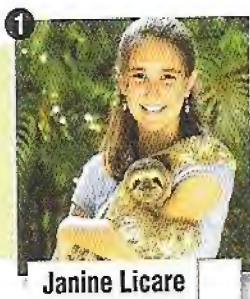
C Find the underlined expressions in the article. Match them with the definitions.

1. Marcus worked the audience. ____
2. Some kids were slouched at their desks. ____
3. Marcus uses his credibility as a star athlete. ____
4. Players who failed classes lost their eligibility. ____
5. Marcus was looking for an avenue of action. ____
6. Marcus hopes to take his program national. ____

- a. not sitting up straight
- b. were not allowed to play anymore
- c. a way to make a difference
- d. got the group's attention
- e. create a national organization
- f. the respect people have for him

2 Listening and speaking People making a difference

A Listen to the conversations. Match the people and the organizations they work with. Write **a**, **b**, or **c** next to their names.



- a. The Cambodian Master Performers Program _____
 b. The International Book Project _____
 c. Kids Saving the Rainforest _____

B Listen again. Write what each organization does. Then compare answers with a partner. Which person are you most impressed with? Why?

C Group work Think of a volunteer program for your community. Who does it help? What does it do? Present your program to the class. Which programs should get "funding" – money from corporations or the government?

3 Writing A letter to the editor

A Here are two possible reactions to the article on page 114. Which do you agree with? Why? Tell a partner.

Dear Editor,

It was exciting to read about a teen hero like Marcus Houston. It seems to me that many young people today are concerned mainly with their own interests and careers. I believe all teenagers should volunteer for programs like this...

Dear Editor,

I was interested to read about Just Say KNOW. My impression is that many young people are really concerned about helping other people. In my opinion, the world can't be such a bad place with kids like Marcus making a difference...

B Write a letter to the editor about Marcus and his program or about the work of another person you admire. Use the letters above as models.

Dear Editor,

I was very interested to read about ...

Help note

Impressions, reactions, and opinions

My impression is that ...

It seems to me that ...

I think / believe / feel that ...

In my opinion / view, ...

C Group work Read your classmates' letters. Are people's reactions similar? Did you learn about any interesting people and projects?

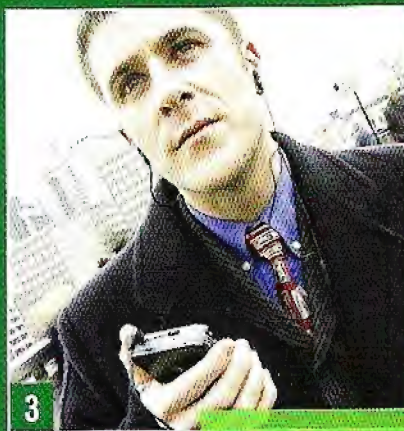
In the news

In Unit 12, you learn how to . . .

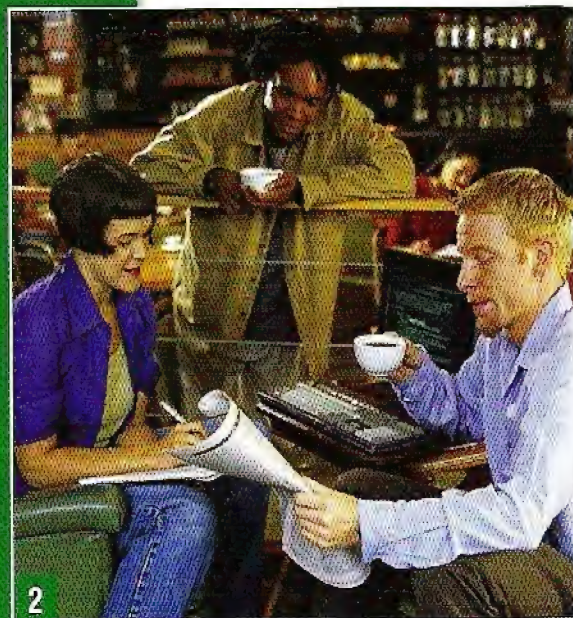
- use the simple past passive in news stories.
- talk about local and international news events.
- talk about extreme weather and natural disasters.
- introduce news in conversation with expressions like *Guess what?*
- use expressions like *The thing is . . .* to introduce issues.



1



3



2



4

Before you begin . . .

- How do you find out about what's going on in the world?
- Which aspects of the news are you most interested in?
- What major events are in the news right now?



Lesson A Local news

Ruth Anything interesting in the paper?

Jack Oh, not much. Let's see. Uh, \$10,000 was found in a bag on a city bus.

Ruth \$10,000? I should ride the bus more often!

Jack Yeah, and listen to this. Two large bears were seen last night in someone's yard.

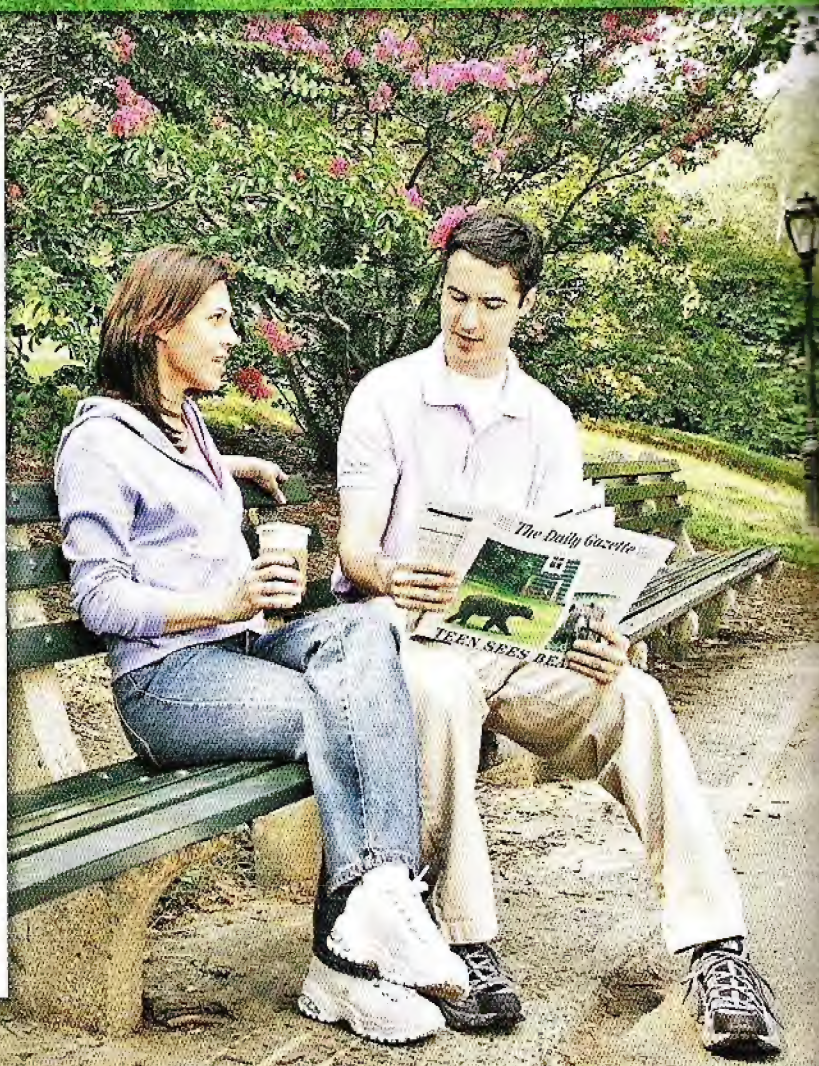
Ruth Huh. That's kind of scary.

Jack Oh, and a jewelry store was broken into, and some diamonds were stolen. Um, what else? The city airport was closed yesterday because of strong winds.

Ruth Really? Well, it was pretty windy.

Jack Yeah. All the flights were delayed. Oh, and a bus was hit by a falling tree. Fortunately, the passengers weren't hurt.

Ruth Is that all? Nothing exciting, I guess.



1 Getting started

A Listen. Jack tells Ruth some news from the local newspaper. Complete the headlines.

① Student finds _____ on bus

④ AIRPORT CLOSES BECAUSE OF _____

② Teen sees bears in _____

⑤ Falling tree hits _____

③ THIEF BREAKS INTO _____, TAKES _____

Figure it out

B Which sentences about the news stories are true? Correct the false ones.

	True	False
1. A bag of money was stolen on a bus.	<input type="checkbox"/>	<input type="checkbox"/>
2. Two bears were seen in a house.	<input type="checkbox"/>	<input type="checkbox"/>
3. The airport was closed.	<input type="checkbox"/>	<input type="checkbox"/>
4. Flights were canceled.	<input type="checkbox"/>	<input type="checkbox"/>

2 Grammar The simple past passive

Use the active form of a verb to focus on the "doer" or cause of the action.

A student **found** a bag on a bus.
The authorities **closed** the airport.
A teenager **saw** two bears in a yard.
The accident **didn't injure** the passengers.

Use the passive form to focus on the "receiver" of the action, or when the "doer" or cause is not known or not important.

A bag **was found** on a bus.
The airport **was closed**.
Two bears **were seen** in a yard.
The passengers **weren't injured**.

In conversation . . .

The passive is approximately 5 times more common in written news than in conversation, but people often use the passive to talk about news events.

A Rewrite the sentences. Use the simple past passive.

- Someone saw a snake on the subway.
A snake was seen on the subway.
- Someone sold a famous painting for \$6,000,000.

- Someone left hundreds of pineapples on the sidewalk yesterday.

- Someone broke into a store and stole some soccer balls.

- Someone found a diamond ring in a doughnut.

- They canceled school throughout the city yesterday.



B Pair work Take turns telling the news items above. Use your own ideas, and ask questions. Who can think of the strangest story?

A A snake was seen on the subway yesterday.

B No kidding! What happened exactly?

A Well, the subway was closed for two hours. The snake was caught and . . .

3 Speaking naturally Breaking sentences into parts

Ten thousand **dollars** / was found in a **bag** / on a city **bus**.
Two large **bears** / were **seen** last night / in someone's **yard**.
A **jewelry store** / was broken **into**, / and some **diamonds** were stolen.
The city **airport** / was **closed** yesterday / because of strong **winds**.

A Listen and repeat the sentences above. Notice how sentences with a lot of new information are broken into shorter parts. One syllable in each part receives the strongest stress.

B Practice the conversation on page 118. Take turns playing Jack's role. Break Jack's sentences into shorter parts with a single stress as shown above.

1 Building vocabulary and grammar

A Listen. Which picture goes with each news item? Number the pictures.

1 The island of Puerto Rico was **hit** by **Hurricane Calvin** late this morning. Electric power was temporarily **disrupted** throughout the island, and many homes were **damaged** by **heavy rains** and **strong winds**.



2 Quebec was hit by **severe thunderstorms** yesterday. Flights at several airports were delayed by heavy rains, **thunder**, and **lightning**. Last night, three families were **rescued** by emergency workers after their homes were damaged by **flash floods** resulting from the rains.



3 Firefighters in Australia say over 10,000 acres of forest were completely **destroyed** by **catastrophic wildfires** this year. Investigators suspect some fires were caused by careless campers. They believe other fires started when trees were **struck** by lightning.



4 A shopping mall in Kansas was badly damaged by a **tornado** last night. A nearby town was later hit by a **freak hailstorm**. Cars were struck by **hailstones** the size of golf balls. Amazingly, no one was seriously **injured** by the tornado or the storm.



5 A small town in Italy was struck by a **minor earthquake** this morning. The quake measured 4.9 on the Richter scale. **Aftershocks** were felt in several towns. Some homes were partially destroyed, but no serious injuries were reported.



Word sort

B Write words and expressions from the news stories that go with each category below. Compare lists with a partner.

Earth	Wind	Fire	Water
earthquake (quake) struck by an earthquake	tornado damaged by a tornado		

Figure it out

C Can you put these statements in the correct order? Compare with a partner.

1. firefighters / rescued / two families / by / were
2. was / hailstones / struck / a car / by
3. injured / was / seriously / no one
4. completely / a mall / destroyed / was / by / a fire

2 Grammar The simple past passive with *by* + agent

When the agent – the “doer” of the action – is important, you can use *by* to introduce it.

Three families were rescued **by** emergency workers.
The fires were caused **by** careless campers.
A shopping mall was damaged **by** a tornado.

Adverbs with the passive

A mall was **badly** damaged.
No one was **seriously** injured.
The forest was **completely** destroyed.
Power was **temporarily** disrupted.
Homes were **partially** destroyed.

A Write the first sentence of a news story for each headline. Use the passive with *by* + agent and an adverb. Add details to explain where and when each story happened.

1 Fire destroys old warehouse

An old warehouse was partially destroyed
by a fire in Miami last night.

2 Earthquake disrupts water service and electric power

3 HURRICANE DAMAGES HIGH SCHOOL

4 LIGHTNING INJURES TWO GOLFERS

5 Tornado destroys police station

B Group work Add a few sentences to one of the news stories above to write a short TV news report. Read your report to the class. Which story is the most interesting?

3 Listening and speaking News update

A Listen to two news stories. Answer the questions.

1. What kinds of weather does the reporter talk about? _____
2. What problems did the weather cause? _____
3. Who were the people rescued by? _____
4. Why was the wedding canceled? _____
5. What happened to the groom? _____
6. What update on the story does the reporter give? _____

B Pair work Create your own news story. Role-play a TV news anchor and a reporter. Practice your story, and then act it out for the class.

4 Vocabulary notebook Forces of nature


See page 126 for a useful way to log and learn vocabulary.



1 Conversation strategy Telling news

A Put the conversation in the correct order. Number the sentences from 1 to 5.

- ___ Yeah. Well, she was robbed last night.
- ___ Well, you know that tall woman, Annie?
- ___ Did you hear the news?
- ___ Yeah. The one who works in the café?
- ___ No. What happened?

 Now listen. What happened in Joey and Celia's neighborhood last night?



Joey Did you hear about all the trouble here last night?

Celia No, but I heard some police sirens.

Joey Well, you know that older guy on the first floor of my building?

Celia Yeah. . . .

Joey Guess what? His car was stolen.

Celia That's terrible.

Joey And you know what? He heard his car alarm and called the police, but they came way too late.

Celia I'm not surprised. The thing is, they just don't have enough police on duty at night.

Joey Exactly.

Celia Oh, and did I tell you? My car was broken into last Thursday night.

Joey No. Really? Was anything stolen?

Celia No. The only thing was, they damaged the ignition trying to start the car, . . . but the funny thing was, they couldn't start it because the battery was dead!

Notice how Joey and Celia introduce news with expressions like these. Find examples in the conversation.

Did you hear (about) . . . ?

Have you heard (about) . . . ?

Did I tell you?

Guess what?

You know what?

You know . . . ?

B Match the questions with the news they introduce. Compare answers with a partner.

- | | |
|--|--|
| 1. I just bought a new TV. And you know what? ____ | a. I fell off the roof of the house. |
| 2. Did I tell you about my accident? ____ | b. He's getting married in the spring. |
| 3. Did you hear about the tornado? ____ | c. She's a friend of my cousin's. |
| 4. I won a talent contest. And guess what? ____ | d. It's broken already. |
| 5. Have you heard the good news about John? ____ | e. I'm going to be on television. |
| 6. You know the woman who lives next door? ____ | f. It destroyed the mall. |



C Pair work Take turns telling your own news, using the expressions above.

2 Strategy plus The ... thing is / was

Use **The ... thing is / was** to introduce ideas.

The thing is / was ... (to identify a key issue)

The other thing is ... (to add another issue)

The only thing is ... (to raise a problem)

Add adjectives to introduce other ideas.

The best thing is / was ...

The funny thing is ...

The scary thing is ...

The thing is, they just don't have enough police on duty at night.

In conversation ...

Here are the most common expressions with **The ... thing is / was**:

☐ The thing is ...

☐ The other thing is ...

☐ The only thing is ...

☐ The (adjective) thing is ...

A Complete the sentences with an appropriate word or expression from the box. Compare with a partner.

best thing only thing scary thing
funny thing other thing thing

- I loved everything about my vacation, but the _____ was, the weather was perfect.
- I'm a little bored with my job. The _____ is, I'm not learning anything new, and the _____ is, I don't have much in common with my co-workers.
- My car was stolen once. The _____ was, they brought it back the next day.
- My new boyfriend is great in almost every way. The _____ is, he gossips too much.
- I was in a small earthquake once. The _____ was, I didn't know what to do.

About you → **B Pair work** Change the sentences above to make them true for you.

"I love everything about my new apartment, but the best thing is, I have a great view."



3 Listening What do they say next?

A Read the last lines of four conversations. Can you guess what each conversation is about?

☐ "The thing is, people need to feel safe when they go out at night."

☐ "The scary thing was, we didn't have electricity for three days."

☐ "And you know what? Everything was gone – her money, credit cards, keys, everything."

☐ "So the funny thing is, her prediction about her car turned out to be true."

B Listen to the beginning of each conversation. Choose an ending above. Number the sentences.

C Now listen to the complete conversations, and check your answers.

1 Reading

A Brainstorm! How many different ways do people get the news? Add ideas to the word web. In your opinion, what's the best way?

watch cable TV

read a newspaper

ways people get the news

B Read the article. What is *OhmyNews*? How is it different?

A new brand of journalism is taking root in South Korea

By Dan Gillmor – *San Jose Mercury News*

SEOUL – Lee Bong-Ryul has a day job as an engineer at a semiconductor company. In his spare time, he's helping to shape tomorrow's journalism.

Lee is an active "citizen-reporter" for *OhmyNews*, an online news service. *OhmyNews* is transforming the 20th-century's journalism-as-lecture model, where organizations tell the audience what the news is, and the audience either buys it or doesn't, into something vastly more bottom-up, interactive, and democratic.

In South Korea, the Internet is a part of everyday life. More than two-thirds of households are connected to the Internet, most with high-speed links.

Even taxi drivers who don't have time for newspapers have heard of *OhmyNews*. The site draws millions of visitors daily. Advertisers are supporting both the Korean-language Web site (www.ohmynews.com) and a weekly print edition,¹ and the operation has been profitable in recent months, according to its chief executive and founder, Oh Yeon-Ho.

Oh is a 38-year-old former writer for progressive magazines. With a staff² of about 50 and legions³ of "citizen-reporter" contributors – more than 26,000 have signed up, and more than 15,000 have published stories under their bylines⁴ – Oh and his colleagues are creating something entirely new.

"The main concept is that every citizen can be a reporter," he says.

The site posts about 70 percent of the roughly 200 items submitted each day, after staff editors look



Oh Yeon-Ho

at the stories. What's so different here is that anyone can sign up, and it's not difficult to get published. The Web means space for news is essentially unlimited, and *OhmyNews* welcomes contributions from just about anyone.

The citizen-reporters do cover politics, economy, culture, arts, and science – the usual subjects you'll find in newspapers – but they tend to focus more on personally oriented issues like education, job conditions, and the environment.

While about 85 percent of the online edition is written by the citizen-reporters, about 90 percent of the weekly print edition is written by the staff.

OhmyNews' ambitions aren't limited to mere words. It runs video Webcasting services and plans to expand its multimedia presence. Someday, citizen-reporters could be contributing video reports.

OhmyNews is an experiment in tomorrow. So far, it's looking like a brilliant one.

¹ print edition newspaper

² staff group of employees

³ legions large numbers

⁴ byline the writer's name at the beginning of a news story

C Read the article again. Are these sentences true or false?
Correct the false statements.

1. The majority of South Koreans have access to the Internet.
2. *OhmyNews* plays an important role in reporting the news in South Korea.
3. Only professional journalists write the online news reports.
4. *OhmyNews* publishes all the articles that the reporters post.
5. In addition to the online Web site, there is a printed paper version of *OhmyNews*.
6. Unlike other news services, *OhmyNews* only covers personal issues.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

2 Speaking and writing Are you up on the news?

A Class activity Survey your classmates and find out their news habits. Keep a record of their answers, and then tally (##) the results.

NEWS SURVEY

1. How often do you keep up with the news?

every day once or twice a week less than once a week

2. Where do you usually get the news?

TV newspapers Internet
radio magazines other

3. What news are you most interested in?

local national international

4. What three topics are you most interested in?

current events sports business science and technology
celebrities the arts the weather other

B Use the information from your survey to write a report about the class's interest in the news.

Document 1

News Survey

Almost 80% of the students in this class keep up with the news every day. About 20% of us keep up with the news only once or twice a week. Approximately two out of three students watch the news on TV. ...

Help note

Writing about statistics

80% of the students are interested in the news.
80% of the class is interested in the news.
Approximately 20% of us get the news from TV.
The majority of students have access to the Internet.
About half of the class is interested in current events.
Four out of ten students read a newspaper.

C Pair work Read a partner's report. Do you agree on your findings? What information from the survey is most surprising? Why?

3 Free talk Here's the news!

See **Free talk 12** for more speaking practice.



Unit 1

A Track 1 Listen to the conversation on page 6. Alexis and Jacob are talking about Jacob's roommate.

B Track 2 Listen to the rest of their conversation. Check (✓) true or false for each sentence.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

1. Kim is Alexis's old roommate.
2. Kim talks to Alexis a lot.
3. Kim is always saying mean things.
4. Kim's friends are always visiting their apartment.
5. Alexis is always giving Kim free tickets.
6. Alexis likes her new roommate.



Unit 2

A Track 3 Listen to the conversation on page 16. Debra and Hal are talking about movies they like.

B Track 4 Listen to the rest of their conversation. Circle the correct words.

1. Debra wants to see the Will Smith movie at 6:00 / 9:30.
2. Hal wants to eat **before** / **after** the movie.
3. Debra **likes** / **doesn't like** sci-fi movies.
4. Hal now wants to see the **Will Smith** / **Bruce Willis** movie.
5. Hal **will** / **won't** finish his work before the movie.



Unit 3

A Track 5 Listen to the conversation on page 26. Kim and Juan are hiking.

B Track 6 Listen to the rest of their conversation. Choose the right answer. Circle **a** or **b**.

1. How tall are the sequoias?
 - a. The height of a 26-story building.
 - b. The height of a 62-story building.
2. How old are the oldest sequoias?
 - a. About 300 years old.
 - b. About 3,000 years old.
3. How old is the oldest tree?
 - a. Almost 4,000 years old.
 - b. Almost 5,000 years old.
4. Where is the oldest tree?
 - a. Near Sequoia National Park.
 - b. In Sequoia National Park.
5. Why does Juan know so much about trees?
 - a. Studying trees is his hobby.
 - b. He read about them in his guidebook.



Unit 4

A Track 7 Listen to the conversation on page 38. Rob and Paula are talking about their kids.

B Track 8 Listen to the rest of their conversation. Check (✓) true or false for each sentence.

1. Paula's family used to spend weekends together.
2. Rob used to play baseball with his dad.
3. Paula is always driving her kids somewhere.
4. Rob wants everyone to come to a barbecue next weekend.
5. Paula is going to take her kids home now.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



Unit 5

A Track 9 Listen to the conversation on page 48. Laura and Kayla are at Laura's apartment.

B Track 10 Listen to the rest of their conversation. Circle the correct words.

1. Kayla is having **hot** / **iced** tea.
2. **Laura** / **Laura's mother** made the cookies.
3. The cookies don't have much **fat** / **sugar**.
4. The cookies are **lemon** / **ginger** and chocolate.
5. Kayla **likes** / **doesn't like** the cookies.
6. Kayla wants to have **some cake** / **another cookie**.



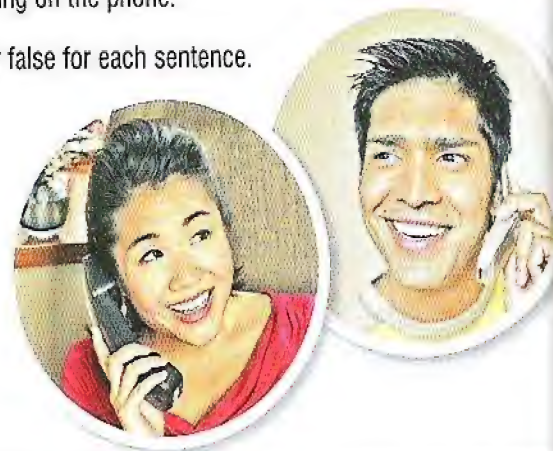
Unit 6

A Track 11 Listen to the conversation on page 58. Ramon and Ling are talking on the phone.

B Track 12 Listen to their conversation later that evening. Check (✓) true or false for each sentence.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

1. Ramon is at the gym.
2. Ling has another seminar on Saturday.
3. Ling and Ramon had plans to meet on Saturday.
4. Ramon wants Ling to go to the seminar.
5. Ling decides not to go to class on Saturday.
6. Ramon is going to call Ling back.



Unit 7

A Track 13 Listen to the conversation on page 70. Maria and Chen are in the hallway of Maria's apartment building.

B Track 14 Listen to the rest of their conversation. Check (✓) true or false for each sentence.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

1. Chen is talking about the guy who lives next to him.
2. The neighbor gave Chen a key to his apartment.
3. Maria thinks it's good that neighbors can help each other out.
4. Chen's neighbor needed his key at 2:00 a.m.
5. Chen complained to his neighbor.
6. Chen is going to help his neighbor again next week.

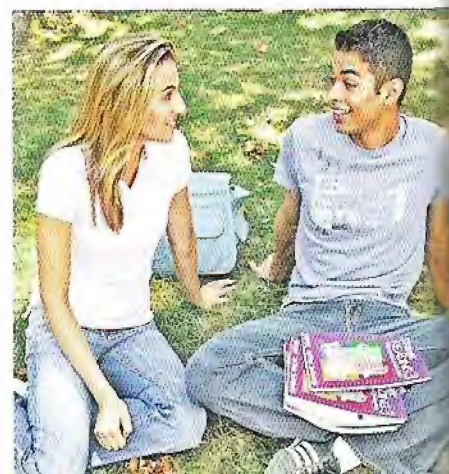


Unit 8

A Track 15 Listen to the conversation on page 80. Nicole and Carlos are talking on campus.

B Track 16 Listen to the rest of their conversation. Choose the right answer. Circle **a** or **b**.

1. Nicole is thinking about living _____.
a. in a student dormitory
b. with her aunt and uncle
2. Nicole's aunt and uncle used to _____.
a. have a student living with them
b. have a relative living with them
3. Nicole has applied _____.
a. only to Bracken Tech
b. to several schools
4. Carlos would like to live _____.
a. with Nicole's relatives
b. with Nicole's friends
5. Carlos has _____.
a. met Nicole's relatives before
b. never met Nicole's relatives
6. Nicole's uncle and Carlos _____.
a. both like baseball
b. both like engineering



Unit 9

A Track 17 Listen to the conversation on page 90. Jacob and Greg are in their apartment.

B Track 18 Listen to the rest of their conversation. Circle the correct words.

1. Greg is looking at a **chat room** / **Web site** for inventors.
2. One guy has invented a gadget to hook up a **CD player** / **an MP3 player** in a car.
3. Greg **knows** / **doesn't know** how the gadget works.
4. Jacob knows where Greg can **learn about** / **buy** one.
5. Greg's invention would show your **picture** / **name** every time you log in to a chat room.



Unit 10

A Track 19 Listen to the conversation on page 102. Todd and Paula are at work.

B Track 20 Listen to the rest of their conversation. Answer the questions. Check (✓) Todd or Paula.

	Todd	Paula
1. Who will be out of the office tomorrow?	<input type="checkbox"/>	<input type="checkbox"/>
2. Who had a vacation last July?	<input type="checkbox"/>	<input type="checkbox"/>
3. Who's been working on the presentation?	<input type="checkbox"/>	<input type="checkbox"/>
4. Who's going to make copies of the reports?	<input type="checkbox"/>	<input type="checkbox"/>
5. Who's going to read the surveys?	<input type="checkbox"/>	<input type="checkbox"/>
6. Who's going to have a cup of coffee?	<input type="checkbox"/>	<input type="checkbox"/>
7. Who has a lot of work to do by Monday?	<input type="checkbox"/>	<input type="checkbox"/>

1. Who will be out of the office tomorrow?
2. Who had a vacation last July?
3. Who's been working on the presentation?
4. Who's going to make copies of the reports?
5. Who's going to read the surveys?
6. Who's going to have a cup of coffee?
7. Who has a lot of work to do by Monday?



Unit 11

A Track 21 Listen to the conversation on page 112. Debra and Hal are at work.

B Track 22 Listen to the rest of their conversation. Circle the correct words.

1. Hal's band needs more **practice** / **money**.
2. The band also needs a **drummer** / **singer**.
3. In college, Debra majored in **music** / **accounting**.
4. Debra used to sing **in concerts** / **at parties**.
5. Debra is too **busy** / **tired** to practice on Fridays.
6. Hal thinks Sunday morning is a **good** / **bad** time to practice.



Unit 12

A Track 23 Listen to the conversation on page 122. Joey and Celia are on the street near Celia's apartment.

B Track 24 Listen to the rest of their conversation. Choose the right answer. Circle **a** or **b**.

1. Celia left _____ in her car.
a. some CDs b. nothing valuable
2. Joey tells Celia a story about their _____ Andrew.
a. classmate b. neighbor
3. Andrew's car was stolen from outside a _____.
a. gas station b. store
4. Andrew didn't _____ the car door when he went in to pay.
a. close b. lock
5. The police asked for his _____ number.
a. work phone b. cell phone
6. When the policeman called the number, the thief told him _____.
a. his location b. his name



Unit 1

- Alexis* Yeah, but she was always saying mean things about her friends. I felt pretty bad for them.
- Jacob* So, what about your new roommate? What's she like?
- Alexis* Her name's Kim. She's really nice. Just really friendly.
- Jacob* That's good. So you get along really well?
- Alexis* Yeah, . . . but she's pretty talkative. She's always telling me about her work and complaining about her boyfriend.
- Jacob* Huh. But at least she's not mean.
- Alexis* No, not mean at all. She really is a nice person. But it's not easy to study when she's home because, you know, her friends are always calling and coming over.
- Jacob* She sounds incredibly popular.
- Alexis* Yeah. Actually, she works for an ad agency. So I'm always getting free tickets for concerts and things from her.
- Jacob* Wow. That's great. So, I guess it's worth listening to all her problems, then.
- Alexis* Yeah. For sure!

Unit 2

- Hal* Yeah, me too. What time does it start?
- Debra* Um . . . it's on at 6:00 and 9:30. If we leave work right at 5:00, we can make the 6 o'clock show.
- Hal* Yeah, . . . but I haven't finished my report. I won't be ready to leave at 5:00. And what about dinner?
- Debra* We can get something after the movie. . . .
- Hal* Well, how about we go at 9:30? It's late, but at least I can finish work, and we can eat.
- Debra* Maybe there's another movie at 7:00 or 8:00? Let's see. . . .
- Hal* Oh, I know! Have you seen that new science-fiction movie with Bruce Willis?
- Debra* No, but I've heard about it. I really like sci-fi.
- Hal* Do you? Well, see if it's playing someplace.
- Debra* OK. Oh, look! It's playing at the Plaza tonight!
- Hal* It is? Perfect. Let's go. What time does it start?
- Debra* Oh, it starts at 6:30. But you have to finish your report. . . .
- Hal* Oh, never mind! I'll do it tomorrow.

Unit 3

- Kim* Can you go camping in Sequoia National Park?
- Juan* Actually, I'm not sure. But it really is the neatest place.
- Kim* So, the sequoias there are the tallest trees in the world? How tall are they?
- Juan* Really tall. They're like a 26-story building!
- Kim* No way! Really? That's taller than my office building.
- Juan* And the oldest ones are over 3,000 years old.
- Kim* They are? That's amazing.
- Juan* It sure is. Actually, there's one tree that's almost 5,000 years old.
- Kim* There is? In Sequoia National Park?
- Juan* No, it's north of Sequoia, in a secret location.
- Kim* Wow! You really know a lot about trees. Is that your hobby or something?
- Juan* No, I read all this stuff in my hiking guidebook. You know, the widest trees . . .

Unit 4

- Rob* Yeah, it seems like families used to be a lot closer.
- Paula* That's for sure. We used to do everything with my parents when we were kids. We'd always do things together on weekends. We'd go to the park, stuff like that.
- Rob* Yeah, my dad would play basketball with us. Now it seems like my kids want to do everything with their friends.
- Paula* Oh, I know. Mine too. I can't even get them to go to a movie with us. They say it's too embarrassing. They just have me drive them everywhere, like I'm the local taxi!
- Rob* Exactly. Well, maybe you can get them to come over to our house next weekend. We could all have a barbecue. It seems to me that kids are usually interested if there's food – and a pool!
- Paula* That's true. OK, I'll ask. Thanks, Rob. Oh, I have to get going – the kids want me to take them to the mall!

Unit 5

- Laura* OK, here's your tea. Be careful. It's hot.
- Kayla* Oh, thanks.
- Laura* Are you sure you don't want anything to eat? I have a few homemade cookies left. My mom made them.
- Kayla* Oh, no, thanks. I'm fine. Really.
- Laura* Are you sure? They have very few calories. My mom only uses a little sugar, but they're really good. There are some chocolate ones and some ginger ones.
- Kayla* Well, OK.
- Laura* Chocolate or ginger?
- Kayla* Oh! They both look good.
- Laura* Well, here. Try one of each.
- Kayla* OK, thanks. Mmm. They're good.
- Laura* Oh, wait. I have some homemade lemon cake, too. Let me get you some.
- Kayla* No, really. Maybe later. But do you mind if I have one more ginger cookie? They're so good.

Unit 6

- Ling* Hi, there. It's me. How was the gym?
- Ramon* Oh, good. I just got back. How was your seminar?
- Ling* It was OK. Except I have to go again on Saturday.
- Ramon* You do? Oh, no. I really wanted to see you.
- Ling* I know. I'm sorry. But the instructor asked everyone to come to another class on Saturday.
- Ramon* So did you tell the instructor you have plans for Saturday?
- Ling* No. I mean, I wanted to say, "I'm meeting my friend," but, well, I couldn't. So much for being assertive, huh!
- Ramon* Right. Well, you know what? You ought to call the instructor right now and say, "I'm going to have to miss Saturday's class. I have an appointment."
- Ling* Oh, I can't do that.
- Ramon* Why not? She'll be impressed with your assertiveness!
- Ling* You're right. I'll call her and say I can't come. And then I'll call you back.
- Ramon* Great. Talk to you later. Good luck.

Answer key

Unit 1 1. False 2. True 3. False 4. True 5. False 6. True

Unit 2 1. 6:00 2. before 3. likes 4. Bruce Willis 5. won't

Unit 3 1. a 2. b 3. b 4. a 5. b

Unit 4 1. True 2. False 3. True 4. True 5. False

Unit 5 1. hot 2. Laura's mother 3. sugar 4. ginger 5. likes
6. another cookie

Unit 6 1. False 2. True 3. True 4. False 5. True 6. False

Unit 7

- Chen* I have one neighbor that I'm pretty friendly with, though, the guy in the apartment across from mine. He's really nice. He helped me move some furniture last month.
- Maria* Oh, that was nice of him.
- Chen* Yeah, it was. I've helped him, too. The last time he went away, he gave me a key so I could go in and water his plants.
- Maria* Yeah? I guess that's the good thing about neighbors – they can help each other out like that.
- Chen* Yeah, but sometimes it can be a problem, too. Last week, he came back late from a party and couldn't find his key. So, he knocked on my door at 2:00 a.m. and wanted his key back!
- Maria* At 2:00 a.m.? No way! Well, I guess he had to. . . . It's a little inconsiderate, though. Were you asleep?
- Chen* Yeah!
- Maria* Boy, I bet you were mad. Did you complain to him about it?
- Chen* No. I need him to help me move some more furniture next week!

Unit 8

- Nicole* Yeah. My aunt and uncle live near Bracken, so it would be a good choice for me. I could live with them – if I go there.
- Carlos* That would be good.
- Nicole* Yeah. They have a nice house . . . you know, a lot of rooms, and my aunt makes great food. They used to have a student living with them a few years ago.
- Carlos* Really? If I were you, I'd go to Bracken next year for sure!
- Nicole* I know. I'm seriously thinking about it, but I've applied to some other schools, too.
- Carlos* Yeah? Well, uh, do you think your aunt and uncle might like to have a student living with them this year? I mean, I would pay rent. . . .
- Nicole* What a good idea! I'll ask them. I'm sure they'll say "Yes."
- Carlos* Oh, that would be awesome.
- Nicole* Well, you might want to meet them first. . . . I mean, they're really nice people. My uncle's a big baseball fan. You could go to a game together.
- Carlos* That would be excellent! Bracken is beginning to sound better already.

Unit 9

- Greg* Yeah, but take a look. It's a chat room for inventors. . . . I mean, the people on here have made all kinds of things. This one guy has invented a gadget that lets you hook up your MP3 player in the car and play it.
- Jacob* Huh. I wonder how that works.
- Greg* I'm not sure how it works, . . . but it's a great idea!
- Jacob* Actually, I've seen one of those gadgets. I can even tell you where to buy one. Anyway, what are you doing in a chat room for inventors?
- Greg* Well, actually, I have this idea for an invention. It's software that shows your picture every time you log in to a chat room.
- Jacob* Huh. I wonder if anyone has thought of that before.
- Greg* I don't know, but just think – it would be like talking to someone face-to-face! You know what I mean?

Unit 10

- Todd* Thanks, I will. But wait, won't I see you tomorrow?
- Paula* No, I'll be out of the office for the rest of the week. I'm going to take a short vacation. I haven't taken a vacation since last July.
- Todd* Oh, OK. That's good.
- Paula* Actually, I was wondering if you could finish this presentation for me for Monday. I've been working on it all day, but I haven't been able to finish it yet.
- Todd* Oh, um . . . all right. Sure.
- Paula* Oh, and I still haven't made copies of these reports. . . .
- Todd* OK, I can do that.
- Paula* Great. And just one more thing, . . . I was wondering if you could read these surveys. I need a report on them by Monday, too.
- Todd* All right. Um, would it be OK if I asked your assistant for help?
- Paula* Oh, sorry. She's taking her vacation this week, too – while I'm off. All right. Time for a cup of coffee. Do you want some?
- Todd* No, thanks. I don't really have time.
- Paula* OK, well, I'm glad you stopped by. Have a good weekend.
- Todd* Um, thanks. See you Monday.

Unit 11

- Hal* Oh, we haven't performed anywhere yet. We're not good enough. We need a lot more practice.
- Debra* Oh, I see. So, what kind of music do you play?
- Hal* Well, jazz and some pop music. Actually, we're looking for a singer. We don't have one yet.
- Debra* You need a singer? Really? I used to sing when I was in college.
- Hal* Really? I thought you studied accounting.
- Debra* I did, but I also sang in several music groups. We used to perform at weddings and parties.
- Hal* You must be pretty good! Would you be interested in joining our band?
- Debra* Well, I don't know. When do you practice?
- Hal* Every Friday at 6:00. Are you busy Friday nights?
- Debra* No, but I couldn't practice then. I'm always so tired at the end of the week. You know what time would be good for me? Sunday morning. Early Sunday morning.
- Hal* You must be joking! That's one time when we're definitely not available. Uh . . . how about noon instead?

Unit 12

- Joey* Oh, that's funny. You're lucky that nothing was stolen.
- Celia* Yeah, well, the thing is, I didn't really have anything valuable inside. Not even any CDs.
- Joey* Well, that's good. Did you hear about that guy in our class . . . Andrew? His car was stolen.
- Celia* No, I didn't. What happened?
- Joey* Well, he was getting gas, and then he went inside to pay, and he left his cell phone in the car. And when he came out, the car was gone!
- Celia* He didn't lock the car?
- Joey* No, but the funny thing was, when he went to the police, they asked him for his cell phone number. And then they called it, and guess what? The thief answered the phone!
- Celia* You're kidding!
- Joey* No, I'm serious. And then the police officer asked where he was, and the thief told him.
- Celia* No way! That's hilarious. So, Andrew got his car back?
- Joey* Yeah. He was lucky.

Answer key

- Unit 7 1. False 2. True 3. True 4. True 5. False 6. False
Unit 8 1. b 2. a 3. b 4. a 5. b 6. a
Unit 9 1. chat room 2. an MP3 player 3. doesn't know
4. buy 5. picture

- Unit 10 1. Paula 2. Paula 3. Paula 4. Todd 5. Todd
6. Paula 7. Todd
Unit 11 1. practice 2. singer 3. accounting 4. at parties
5. tired 6. bad
Unit 12 1. b 2. a 3. a 4. b 5. b 6. a

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